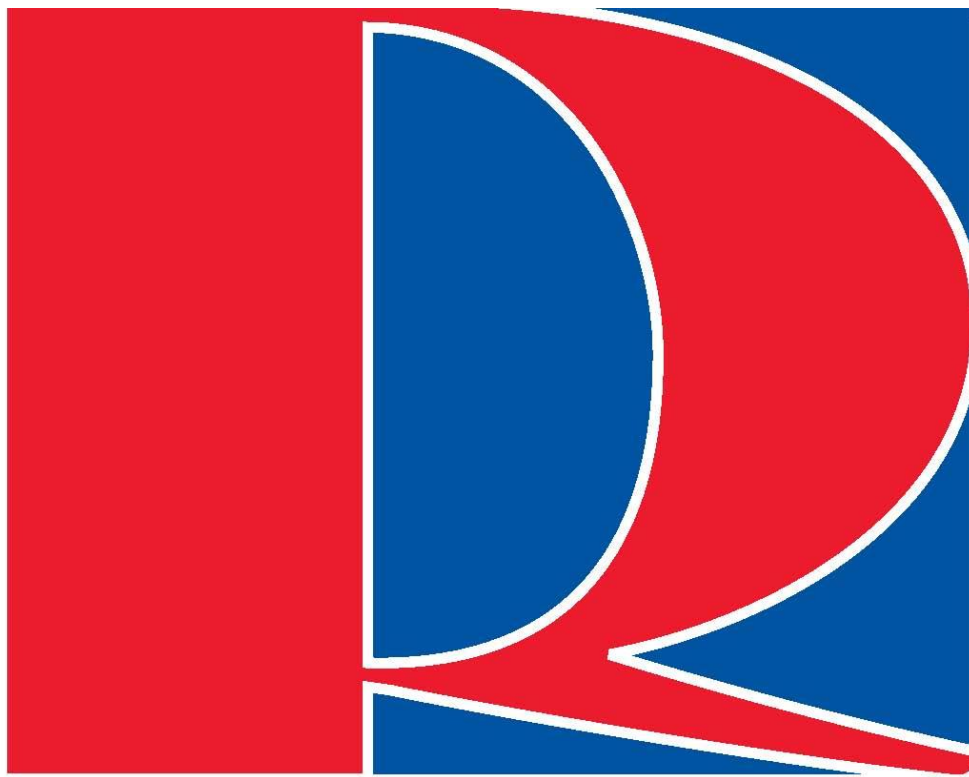


~~2018-2019~~2019-2020

Middle & High School
Career and Educational
Planning Guide



**RAYTOWN
QUALITY
SCHOOLS**
Expect the Exceptional

Raytown C-2 School District
6608 Raytown Road
Raytown, MO 64133
(816) 268-7000
www.raytownschools.org

Middle & High School Career and Educational Planning Guide

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C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course



Our Mission
Raytown Quality Schools: a unified learning community
leading individuals to achieve the exceptional.

Dear Parents, Guardians and Students:

This Career and Educational Planning Guide is intended to assist students as they make plans for a career that will lead to a rewarding and enjoyable future. We urge students and parents/guardians to work with the school faculty to review the information in this book in preparation for creating students' personal plans of study. The personal plan of study is the student's unique plan of study which outlines courses that align with future education and career goals. When students see the relevancy of high school course work to what they aspire to in their future, they are more apt to take school more seriously and enroll in more rigorous courses. Remember, course selection is very important, and schedule changes can be very difficult. Each year you will revisit the student's personal plan of study and changes can be made as career goals/decisions are revised.

Parents/Guardians, please familiarize yourself with the abundance of information in this book and actively participate with your school and student in creating and reviewing your student's personal plan of study. Students rank parents as the most influential people in their lives. Challenge your students to set high standards, select courses and school activities which directly help them achieve personal and career goals, work hard to achieve these goals, and attend classes daily. We hope you will embrace the power of your influence and genuinely engage in educational pursuits with your child(ren).

We look forward to partnering with you for a successful year. Please don't hesitate to contact us if we can be of assistance.

Sincerely,

Mrs. Kim Bielawski
Assistant Superintendent of Instructional Leadership

Dr. Anthony Moore
Assistant Superintendent of Instructional Leadership

Dr. Brian Huff
Assistant Associate Superintendent of ~~Secondary Education~~ Curriculum and Instruction
Dr. Janie Pyle
Associate Superintendent of Curriculum and Instruction

Dr. Allan Markley
Superintendent of Raytown Quality Schools

The Raytown Consolidated School District No. 2 does not discriminate on the basis of race, ethnicity, national origin, sex, age, or disability in admission or access to programs, activities or employment. This notification is made to applicants for admission and employment; students; parents of elementary and secondary students; employees; sources of referral of applicants for admission or employment; and

C = Career Course

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| *all unions or professional organizations holding collective bargaining or professional agreements. Any person having inquiries concerning Consolidated School District No. 2 compliance with the regulations implementing Title IV, Title IX, or Section 504 is directed to contact the Director of Administrative Services, ~~6608 Raytown Road~~10750 E. 350 Highway, Raytown, MO ~~64133~~64138; 816-268-7000.*

SCHOOL CALENDAR (www.raytownschools.org)



Tentative 9/12/19

RAYTOWN QUALITY SCHOOLS

2019-2020 Academic Calendar

www.raytownschools.org Message Line: 268-7001

Qtr. 1 Aug. 14 - Oct. 10
 Qtr. 2 Oct. 14 - Dec. 20
 Qtr. 3 Jan. 6 - Mar. 13
 Qtr. 4 Mar. 23 - May 20

MS & HS Trister Grading Periods

Sept. 20 - 29 days
 Nov. 1 - 27 days
 Dec. 20 - 32 days
 Feb. 14 - 27 days
 April 3 - 29 days
 May 20 - 30 days

Grade cards are distributed approx. one week after grading periods end.

Graduation Class of 2020

RH: May 16, 4:30 p.m. (tent.)

SH: May 16, 8:00 p.m. (tent.)

Location:

Silverstein Eye Centers Arena
(Independence Events Center)

Baccalaureate

Date: TBD by Graduation Committees

174 Days of School
 184 Teacher Contract Days

Prof. Dev. Early Release K-12:

8/14, 8/21, 8/28, 9/4, 9/11, 9/18,
 9/25, 10/2, 10/9, 10/16, 10/23,
 10/30, 11/6, 11/13, 11/20, 12/4,
 12/11, 12/18, 1/8, 1/15, 1/22, 1/29,
 2/5, 2/12, 2/19, 2/26, 3/4, 3/11,
 3/25, 4/1, 4/8, 4/15, 4/22, 4/29,
 5/6, 5/13

- First/Last Day of School
- Non-Arrival PK-12
- Prof. Dev. Ear. Release K-12
- Early Dismissal PK-12
- Early Dismissal 9-12
- Built-in Snow Days

August							September							October						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
November							December							January						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	
February							March							April						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
						1	1	2	3	4	5	6	7				1	2	3	4
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30		
May							June							July						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	Fr	Sa	Su	M	T	W	Th	F	Sa
					1	2	1	2	3	4	5	6				1	2	3	4	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	

August

1-6 New Teacher Orientation
 8-13 Teacher Orientation
 14 First Day of School K-12
 15 First Day of School PK

September

2 Labor Day – No School
 10 Early Dismissal PK-12 – Teacher Prof. Dev.

October

11 Teacher Prof. Workday - No School
 17-18 No School
 Oct. 14-17 PK-12 Parent-Teacher Conf. Window
 29 Early Dismissal PK-12 – Teacher Prof. Dev.

November

27-29 Thanksgiving Break – No School

December

20 Early Dismissal K-12, No PK
 23-31 Winter Break – No School

January

1-3 Winter Break – No School

January

3 Teacher Professional Workday – No School
 6 Classes Resume PK-12
 20 Martin Luther King Day – No School

February

13-14 No School
 Feb. 10-13 PK-12 Parent-Teacher Conf. Window
 17 Presidents' Day – No School

March

16-20 Spring Break – No School

April

10 Good Friday – No School

May

19 Last Day of School PK
 19 Early Dismissal 9-12
 20 Proj. Last Day of School K-12–Early Dismissal
 21-29 Indement Weather Make-Up Days
 25 Memorial Day – No School

June 1-26, Summer School / July 6-24, Extended Summer School

Graduation Requirements & Differentiated Diplomas

It is the student's responsibility to see that requirements for graduation are met.

Advanced Diplomas Path 1 & Path 2 begin with the Class of 2018.

Adopted 11/11/13, Revised 6/18/18

<i>Students need to check with colleges/universities each year to be sure they meet entrance requirements for specific schools</i>	Raytown School District Diploma (25 credits)	Advanced Diploma Path 1 (27 credits)	Advanced Diploma Path 2 (28 credits)
ENGLISH LANGUAGE ARTS (ELA) May include .5 credit of elective ELA credit See Course Description for what counts as elective ELA credit	4	4	4 <i>Including Composition or higher</i>
MATHEMATICS	3	3	4 <i>Including Pre-Calculus or College Algebra</i>
SCIENCE	3	3	4 <i>Including 2 Advanced Courses</i>
SOCIAL STUDIES Includes 1.0 credit in American History and American Government; passing US Constitution, MO Constitution and American Civics exams	3	3	4 <i>Including 1 Advanced Course</i>
ADDITIONAL CORE		1 <i>1 additional credit in Math, Science or Social Studies based on career path for a total of 14 core credits.</i>	
FINE ARTS	1	1	1
PRACTICAL ARTS Includes 0.5 credit in Personal Finance	1	1.5	1.5
PHYSICAL EDUCATION Includes 0.5 credit in Health through the Wellness class	1.5	1.5	1.5
ELECTIVES Includes 0.5 credit in Speech – see course descriptions for what counts as Speech credit	8.5	9 Focused on Successful Completion of Personal Plan of Study	8 Must include 2 years of one Foreign Language
ADDITIONAL REQUIREMENTS		Proficient or Advanced Score on majority of EOC tests taken. ACT composite score of 21 or above OR Passing score on TSA (Technical Skills Assessment) or IRC (Industry Recognized Credential) in chosen career path GPA 3.0 or higher	Proficient or Advanced Score on majority of EOC tests taken. ACT composite score of 21 or above GPA 3.0 or higher

C = Career Course

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W = Weighted Grade Course

GRADE PLACEMENT AND CREDIT INFORMATION

Students will be classified in grades using the following credit levels:

0 – 4.5 credits = 9th grade

5 – 10.5 credits = 10th grade

11 – 16.5 credits = 11th grade

17 – 25 credits = 12th grade

Credit will be awarded on a semester basis. Grade placement is determined on a yearly basis.

Students must enroll in at least six credit courses each semester and have earned 3 credits the previous semester for Missouri State High School Activities Association (MSHSAA) eligibility.

TRISTER & SEMESTER GRADE CALCULATION

Semester grades will be calculated based on the running trister grade record with 90% of the semester grade coming from the running trister grade for the entire semester and 10% being calculate from the final exam.

MATHEMATICS SUPPORT

~~Freshman and sophomore s~~Students performing below grade level as determined by test scores, grades, and teacher recommendation, will enroll in Algebra I Readiness, Algebra Math Academy, or Geometry Math Academy. One of these math courses will be used as 1 math credit toward graduation requirements.

READING SUPPORT

Freshman and Sophomore students reading below grade level will be evaluated and may be required to enroll in a reading improvement course. Students enrolled in this reading support program may use this course to fulfill .5 units of elective English Language Arts and/or 1.5 units of credit toward elective requirements. These courses may be used as .5 elective English credit:

- Differentiated Reading
- Advanced Debate

Speak to your counselor about how this could impact your academic career.

2019-2020 Secondary Education Fees

The following is a list of all Secondary Education Fees pending approval by the Board of Education for the 2019-2020 school year. Fees are listed per semester unless otherwise noted.

High School:

AP Classes	fee for the AP test
Dual Credit	cost of credit as determined by the university
Senior Alumni Fee (paid senior year)	\$ 3.00 <u>15</u>
Student Parking Fee (per year)	\$20 <u>21.00</u>
Student Planner (per year)	\$ 7.00 <u>35</u>
Textbook Deposit (a onetime fee paid at 1 st year of high school enrollment)	\$20 <u>21.00</u>
Technology Use Fee (for all students assigned a device- not to exceed \$ 40-42 per family per year)	\$20 <u>21.00</u> *
Yearbook	cost of the book

MISC: Some project-based classes may have additional fees if student decides to include projects that require materials beyond the scope of the regular projects.

Activity Fees:

Athletic Activity Fee: (per year - not to exceed \$ 100 <u>105.00</u> per family per year)	
	\$50.00 <u>52.50</u>
Speech, Theatre, Debate, Instrumental Music, Vocal Music Activity Fee:	\$25.00 <u>26.25</u>
(per year - not to exceed \$ 50.00 <u>52.50</u> per family per year)	
Athletic Activity Season Tickets:	
Home Fall Season Ticket (Tournaments not included)	\$20.00 <u>21.00</u>
Home Winter Season Ticket (Tournaments not included)	\$25.00 <u>26.25</u>

Herndon Career Center / Summit Technology Academy:

Fees vary by program and are listed in the Career and Education Planning Guide
Please contact the center directly to determine actual student fees.

Middle School:

Student Planner (per year)	\$ 7.00 <u>7.35</u>
Yearbook	cost of the book
Technology Use Fee (for all students assigned a device- not to exceed \$ 40-42 per family per year)	\$20 <u>21.00</u> *
Physical Education Uniform (optional for students)	\$25.00 <u>26.25</u>

Activity Fees:

Athletic Activity Fee: (per year - not to exceed \$10 50 .00 per family per year)	\$50.00 <u>52.50</u>
Club Activity Fee: (per year - not to exceed \$ 50.00 <u>52.50</u> per family per year)	\$25.00 <u>26.25</u>

***Technology Usage Fee** (students who qualify for Free/Reduced Lunch, this fee is \$10.50 per Student, ~~\$20-21~~ Family Maximum). Please refer to Technology 1 to 1 Agreement for more details on this fee.

2019-2020 Secondary Course Fees

The following is a list of all Secondary Course Fees, pending approval by the Board of Education for the 2019-2020 school year. Fees are listed per semester unless otherwise noted.

High School -

Fashion classes approx \$42-73.50 for fabric & notions

Industrial Metals* for any materials above what is provided by the district, not to exceed \$26.25

Industrial Technology Courses students will need a pair of safety glasses \$10.50-26.25

Power Technology junk lawnmower engine, cost varies

Wood Technology* for any materials above what is provided by the district, not to exceed \$26.25

Photography II & Studio

- SD card \$21
- miscellaneous items for photo shoot approx. \$31.50-105

Ceramics II & Studio* for any materials above what is provided by the district, approx. student cost is \$26.25-105 depending upon project materials

Drawing & Painting Studio* for any materials above what is provided by the district, approx. student cost is \$26.25-105 depending upon project materials

Introduction to Visual Arts sketchbook \$2.10-21

Speech & Debate

- NSDA Membership \$10-15
- tournament professional attire \$52.50-157.50
- supplies: folders, binders, jump drive, etc. \$10.50-105

Band

- "School Owned" instrument user fee (per year) \$26.25
- Private company instrument purchase/rental/repairs \$500-3,000 (typically a one-time expense)

Concert Band

- vest, shirt & tie \$41 (male)
- dress \$71.50 (female)

Marching Band

- Band Booster fee \$73.50 for food for all festivals & football games, uniform cleaning & field props
- white gloves \$10.50
- warm up pants \$26.25 (for new members)
- shoes \$36.75 (for new members)

Orchestra

- t-shirt \$10.50-15.75
- formal wear (tuxedo or dress) purchased as a freshman & worn all 4 years \$68.25
- supplies (on-going): shoulder rest \$20, rosin \$5, strings \$52.50-210 per set as needed
- "School Owned" instrument user fee (per year) \$26.25
- Private company instrument purchase/rental/repairs \$500-3,000 (typically a one-time expense)

Chamber Choir

- tuxedo \$152.25 (male)
- dress \$73.50 (female)

Concert/Men's/Women's Choir

- black colored clothing, varies on cost

Middle School

Band

- "School Owned" Instrument User Fee (per year) \$26.25
- Private company instrument purchase/rental/repairs \$500-3,000 (typically a one-time expense)

Orchestra

- shoulder rest \$21
- "School Owned" Instrument User Fee (per year) \$26.25
- Private company instrument purchase/rental/repairs \$500-3,000 (typically a one-time expense)

* if students do the recommended projects all needed supplies are provided & there are no additional costs

C = Career Course

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MISC: There are Booster Clubs for many sports, co-curricular clubs, & other clubs which may collect fees.

Middle School Schedule Overview

		6 th Grade	7 th Grade	8 th Grade
CORE CLASSES	English Language Arts	English Language Arts Block	English Language Arts Block OR Enriched English Language Arts	English Language Arts OR ² <i>English I</i>
	Math	Math 6 OR Math 7	Math 7 OR Pre-Algebra	Pre-Algebra OR ² <i>Algebra I</i>
	Science	Science <u>6</u>	Science <u>7</u> OR Advanced Science <u>8</u>	Science <u>8</u> OR ² <i>Physical Science</i>
	Social Studies	Social Studies OR ¹ Challenge	Social Studies	Social Studies
EXPLORATORY CLASSES		6 th Grade	7 th Grade	8 th Grade
	Required	P.E., Computer, Art, General Music and FACS	P.E. and Speech	P.E., Health, and Connections
	Choice	Band OR Orchestra OR ³ SOAR	(choose 2 of 4) FACS, Foreign Language, and/or Art, _____ <u>and/or Mixed Choir</u> OR Band OR Orchestra OR <u>Concert</u> Choir	(Combination of three total semesters) (one semester courses) <u>Competitive Drama/Debate, Theater/Theatre, FACS, Art, Project Lead The Way, and/or Foreign Language, Mixed Choir</u> (two semester courses) Band OR Orchestra OR <u>Concert</u> Choir OR ² <i>Spanish I</i>
	Support Classes		⁴ Math Academy	³ Math Academy and/or Differentiated Reading

Notes:

- 1** – Students will be eligible for Challenge if already identified as eligible at the elementary level.
- 2** - Placement is determined through testing and teacher recommendation. Classes in *italics* (*English I, Physical Science, Algebra, Spanish I*) will be taken for high school credit. Additionally, selected 7th grade students may take *Communications* and *Geography* in summer school for high school credit. Thus, 8th grade students could earn 5 units of high school credit while in middle school.
- 3** – SOAR (Strengths, Opportunities, Achievements, Results) – Students electing to not take Band or Orchestra will be enrolled in this course. This course will focus on enrichment, reinforcement, and remediation in ELA and/or Math as well as provide students with learning opportunities designed to meet their social/emotional needs while developing a sense of community and connection with peers and school.
- 4** - Students are assigned differentiated reading and math academy if they are two grade levels behind. Regular testing will occur to monitor their progress, and they can test out of these classes when they are on grade level.

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ATHLETIC ELIGIBILITY

MISSOURI STATE HIGH SCHOOL ACTIVITIES ASSOCIATION (MSHSAA) ELIGIBILITY

Academic

Students earning a failing grade in two or more courses will be ineligible to participate in athletics during the following grading period. All students must earn 3.0 credits from the previous semester in order to be eligible.

Citizenship

In accordance with MSHSAA ByLaw 2.2.1, "Students who represent a school in interscholastic activities must be creditable citizens and judged so by the proper authority. Those students whose character or conduct is such as to reflect discredit upon themselves or their schools are not considered 'creditible citizens.' Conduct shall be satisfactory in accord with the standards of good discipline."

Discipline

Students are not allowed to participate in games if they have ISS or OSS the day of a contest. ISS students may practice, but OSS students cannot practice.

Attendance

Students are expected to be in attendance at school the entire day s/he participates in an athletic contest. Students not in attendance will be ineligible to participate in the contest unless approved by the building principal or athletic director. Students are expected to be at all team practices. If an athlete must miss practice, s/he must give a written excuse to one of the coaches stating the reason for the absence with his/her parent's signature. ~~Three unexcused absences will result in the athlete being dismissed from the team.~~



NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA) REQUIREMENTS

High school graduation, plus **two out of three** of these requirements

- Achieve a minimum overall high school GPA of 2.0 on a 4.0 scale.
- Graduate in the top half of your high school class.
- Achieve the NAIA's minimum test score requirement (only one qualifying test score is needed):

- 18 composite score on the ACT*

*EXCEPTION: ACT tests taken March 1, 2016 through April 30, 2019 require a composite score of 16.

- 970 on the SAT (Evidence-Based Reading and Writing & Math)**

**EXCEPTION: SAT tests taken March 1, 2016 through April 30, 2019 require a score of 860.

- 18 composite score on the ACT for tests taken before March 2016*

*EXCEPTION: Per NAIA Bylaws V.C.2a, "For ACT tests taken beginning March 2016, a-

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W = Weighted Grade Course

minimum score of 16 will satisfy this requirement. This exception will apply through the 2018-19 academic year, after which time the exception will expire."

• ~~860 on the SAT (Evidence-Based Reading and Writing & Math)~~

The NAIA Eligibility Center will determine eligibility based on academic record and additional information provided. Website address is www.playnaia.org

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
<ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation. • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2). • Graduate from high school. 	

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
<ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility). • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2). • Graduate from high school. 	

Sliding Scale A Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

SPECIAL PROGRAMS

A+ SCHOOLS PROGRAM

Raytown High and Raytown South High School have joined other schools in the state by becoming A+ designated schools.

A+ Financial Benefits: Students who sign an A+ agreement and meet the A+ program requirements are eligible to receive two years of tuition and general fees at any community college or accredited vocational/technical institution in Missouri. *Note: A+ tuition reimbursement is dependent upon the availability and appropriation of funds by the Missouri General Assembly.*

A+ Requirements to be eligible for the tuition reimbursement benefit, students must:

- ✓ Be a U.S. citizen, permanent resident or otherwise lawfully present in the United States.
- ✓ Attend a designated A+ high school for three years immediately prior to graduation. A student who is an active duty military dependent or a dependent of retired military personnel who relocate to Missouri within one year of the date of retirement from active duty is excused from this provision if the student attends a designated A+ school in the school year immediately preceding graduation and has met all other eligibility requirements.
- ✓ Prior to graduation, enter into a written agreement with the district to participate in the A+ Schools Program
- ✓ Graduate from a designated A+ high school with an overall grade point average of 2.5 or higher on a 4.0 scale or the equivalent on another scale.
- ✓ Have at least a 95 percent attendance record overall for grades 9–12. Any student appropriately counted for average daily attendance will be considered as in attendance, whether physically present or not.
- ✓ Perform 50 hours of unpaid tutoring or mentoring of which up to 25 percent may include job shadowing.
- ✓ Maintain a record of good citizenship and avoid the unlawful use of alcohol and drugs, as defined by district policy

- ✓ Meet any additional eligibility requirement set out in state law.

The individual A+ participant is responsible for monitoring his or her A+ status (attendance, GPA, 50 hours of tutoring, etc.) relative to established program requirements.

Maintaining the A+ Tuition Reimbursement Benefit

Following high school graduation, A+ certified graduates have 4 years to access their tuition benefit. To access and keep the A+ benefit, students must enroll in a Missouri community college or vocational/technical institution on a full-time basis, maintain a minimum GPA of 2.5, and submit a FAFSA each spring.

Math Requirements beginning with Class of 2015

Beginning with the high school graduating class of 2015, meet one of the following, unless the district has met all of the DESE requirements for a waiver of the Algebra I end-of-course exam for the recipient:

< Achieve a score of proficient or advanced on the official Algebra I end-of-course exam or a higher-level, DESE-approved end-of-course exam in the field of mathematics,

OR

2018 High School seniors - If you meet all of the eligibility requirements except the end of course exam requirement, you may establish eligibility by achieving a combined ACT math subscore and high school GPA in accordance with the following scale. You may achieve the qualifying score as a high school or postsecondary student. If you achieve the score as a postsecondary student, you may be eligible for an award in the same term that you take the test.

ACT Math Score		High School GPA
17 or greater	and	2.5 or greater
16	and	2.8 or greater
15	and	3.0 or greater

Questions about the program may be referred to the A+ Coordinator(s) at 816.268.7030

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

WEIGHTED COURSE OFFERINGS

The classes listed on this page are calculated for GPA using a weighted calculation for students getting a C or better in the classes. Students receiving a grade of D or F will not benefit from a weighted calculation. This weighted calculation is given to recognize the increased rigor of these classes. Students taking these classes are able to increase their overall GPA by taking these difficult courses. Students will then be given both a weighted and unweighted GPA on the grade card and transcripts. Most universities and the NCAA and NAIA Clearinghouses use the unweighted GPA. However, the weighted GPA will be used in calculating class rank.

GPA is calculated by adding the proper GPA factor for each class and dividing by the number of classes taken. The GPA factors are as follows for regular and weighted classes.

<u>GPA Factors</u>	
Regular Classes	Weighted Classes
A – 4	A – 5
B – 3	B – 4
C – 2	C – 3
D – 1	D – 1
F – 0	F – 0

English Language Arts (ELA)

- * Composition 1
- * Composition 2
- * Other weighted grade offering

Speech / ~~Theater~~Theatre

- * Theatre Arts
- * College Debate
- * College Public Speaking

Mathematics

- * College Algebra
- * Pre-Calculus
- * AP Calculus
- * AP Statistics

Foreign Language

- * French 110/120
- * Spanish ~~110, 120 and~~
211/1601/1602/2601/2602

Science

- * Chemistry II
- * Chemistry 211
- * Physics
- * College Physics 210
- * Anatomy and Physiology 118
- * AP Biology

Visual Arts

- * AP Studio Art: 2-D Design
- * AP Studio Art: 3-D Design
- * AP Studio Art: Drawing

Music

- * AP Music Theory

Social Studies

- * College American History 1350/1351
- * College ~~European-World~~ History 1402
- * Leadership

Business, Marketing & Technology

- * Applied Accounting I

Project Lead The Way

- * Principles of Engineering
- * Civil Engineering and
~~architecture~~Architecture
- * Digital Electronics
- * Computer Science Principles
- * Engineering Design & Development

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

WEIGHTED COURSE OFFERINGS (continued)

Herndon Career Center

- * Advertising and Graphic Design
- * Auto Collision & Repair Technology I & II
- * Auto Technology I & II
- * Industrial Engineering I & II
- * Construction Technology
- * Cosmetology
- * Culinary Arts ~~I & II~~
- * Diesel, Industrial & Agr. Mechanics I & II
- * Emergency Medical Technician
- * Foundations of Nursing
- * Foundations of Nursing Special Topics
- * Welding/Metal Fabrication I & II
- * Law Enforcement/Police Science I

Southland CAPS (HCC)

- * Animal Health Science
- * Education Exploration
- * Environment Planning & Awareness
- * Technology Solutions

Summit Tech Academy

- * Digital Electronics
- * Computer Integrated Manufacturing
- * Aerospace Engineering
- * Engineering Design & Development
- * Networking Engineering I & II
- * Cyber Security
- * Software Development I & II
- * Allied Health Academy
- * Medical Interventions/Biomed Innovation
- * Professional Nursing
- * Digital Media Technology
- * Teacher Education Academy
- * International Studies Academy
- * Hospitality Tourism Mgmt. Program I & II
- * ~~Exec. Business~~ Finance & FinTech (pending BOE approval)
- * Internship in MIC

CAREER COURSE OFFERINGS

Business and Technology

- * Business Fundamentals
- * Personal Finance
- * Business Management
- * Applied Accounting I & II
- * Economics
- * College and Career Prep
- * Computer Applications
- * ~~Business Graphics~~ Desktop Publishing
- * ~~Business Technology~~
- * Foundations of Web Design
- * Computer Programming
- * Student Technology Assistant
- * Travel and Tourism
- * Entrepreneurship
- * Marketing
- * Marketing Internship

Computer Science (Project Lead The Way)

- * Computer Science Principles

Cooperative Work Experience Program

Family and Consumer Sciences

- * Food & Nutrition I
- * Food & Nutrition II
- * World Foods
- * Fashion Design I
- * Fashion Design II
- * Advanced Apparel Construction
- * Intermediate Parenting & Child Dev.
- * Advanced Parenting & Child Development
- * Wellness
- * Relationships Through the Lifespan
- * Personal Finance

Engineering Futures (Project Lead The Way)

- * Introduction to Engineering & Design
- * Principles of Engineering
- * Civil Engineering & Architecture
- * Digital Electronics
- * Engineering Design & Development

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

CAREER COURSE OFFERINGS (continued)

Herndon Career Center

- * Advertising and Graphic Design
- * Auto Collision & Repair Tech I & II
- * Automotive Technology I & II
- * Industrial Engineering I & II
- * Construction Technology
- * Cosmetology
- * Culinary Arts **I&II**
- * Diesel, Industrial & Agr. Mechanics I & II
- * Emergency Medical Technician
- * Foundations of Nursing
- * Foundations of Nursing Special Topics
- * Welding & Metal Fabrication I & II
- * Law Enforcement / Police Science I

Southland CAPS (HCC)

- ~~* Animal Health Science_~~
- * Education Exploration
- ~~* Environment Planning & Awareness_~~
- ~~* Technology Solutions_~~

Summit Technology Academy

- * Digital Electronics PLTW
- * Computer Integrated Manufacturing
PLTW
- * Aerospace Engineering PLTW
- * Engineering Design and Development
- * Network Engineering I & II
- * Cyber Security
- * Software Development **I & II**
- * Internship in MIC
- * Internship in STEM Careers
- * Medical Interventions/Biomedical
Innovation PLTW
- * Professional Nursing
- * Allied Health Academy
- * Digital Media Technology
- * Teacher Education Academy
- * International Studies Academy

- * Hospitality Tourism Management
Program I & II
- * ~~Executive Business~~ Finance & FinTech
(pending BOE approval)

DUAL AND ARTICULATED COLLEGE CREDIT

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

To assist students in making a smooth transition from high school to college, the Raytown School District has several courses in which students may receive college credit while taking the course in high school. College tuition and fees may apply. Every university has specific requirements for eligibility to enroll in Dual Credit courses. Log into the university website for information on whether you qualify to enroll for dual credit courses.

UMKC Requirements: cas.umkc.edu/hscp/
MCC Requirements: www.mcckc.edu/high-school-info/dual-credit.aspx
UCM Requirements: www.ucmo.edu/dualcredit/
NWMSU Requirements: <http://www.nwmissouri.edu/kc/dualcredit/courses.htm>
Missouri S&T <https://pltw.mst.edu/undergradcredit/undergradcredit/>

These include:

- * Composition 1
- * Composition 2
- * Other English Dual- Credit Course
- * College Algebra
- * Pre-Calculus
- * AP Calculus
- * AP Statistics
- * Applied Accounting I
- * Chemistry 211
- * College Physics 210
- * Anatomy & Physiology 118
- * AP Biology
- * College American History 1350/1351
- * College ~~European-World~~ History 1402
- * Leadership
- * ~~Advanced Debate 212~~ College Debate
- * College Public Speaking
- * Theatre Arts 130
- * French 110/120
- * Spanish ~~110/120/ 211~~ 1601/1602/2601/2602

- * AP Studio Art: 2-D Design
- * AP Studio Art: 3-D Design
- * AP Studio Art: Drawing
- * AP Music Theory

Project Lead The Way Courses:

- * Introduction to Engineering & Design
- * Principles of Engineering
- * Civil Engineering and Architecture
- * Digital Electronics
- * Engineering Design & Development
- * Computer Science Principles

Southland CAPS (HCC)

- * Animal Health Sciences
- * Education Exploration
- * Environmental Planning & Awareness
- * Technology Solutions

Dual credit offerings available through Summit Technology Academy, Metropolitan Community College and University of Central Missouri. College Tuition and fees may apply.

- ** *Available at Summit Technology Academy*
- ** Digital Electronics
- ** Computer Integrated Manufacturing
- ** Network Engineering I & II
- ** Cyber Security
- ** Internship in MIC
- ** Software Development I & II
- ** Medical Interventions/Biomedical Innovation PLTW
- ** Professional Nursing
- ** Allied Health Academy
- ** Digital Media Technology
- ** Teacher Education Academy
- ** International Studies Academy
- ** Hospitality Tourism Management Program I & II
- ** Executive-Business Finance & FinTech *(pending BOE approval)* — _

The Missouri Coordinating Board for Higher Education has recently adopted a revised dual credit policy. Specific guidelines governing this policy are currently being decided. **Please be sure to check with your counselor and/or dual credit teacher regarding eligibility requirements. Dual credit through UMKC requires a 3.0 GPA.**

TRAILBLAZERS COLLEGIATE ACADEMY

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

A selective academic program based at Blue River Community College, in cooperation with Raytown High School and Raytown South High School that provides an opportunity for qualifying students to complete a 2-year Associates Degree contiguously with their high school graduation. College credit is acquired through dual credit courses and online, summer or evening college courses.

Admission is selective:

The Trail**b-B**lazers Collegiate Academy is academically rigorous - you must be eligible for your high school's dual credit program to apply. If you have a 3.0 GPA or higher and a minimum ACT score of 18, you may apply to the program. Students who meet these requirements and complete the application packet will be considered by a review committee to apply for the program. The final selections are determined by the MCC Review Committee.

Potential Trail**b-B**lazers are selected based on standardized test scores and GPA and invited to attend an information session. A parent or guardian must attend an evening information session.

Applicants must complete by February 1st:

1. Take the ACT & have scores sent to MCC
2. Apply to MCC online at www.mcckc.edu/apply
3. Complete an application to Trail**b-B**lazers Collegiate Academy
4. Request an official high school & college (if any dual credit) transcript(s)
5. High School Attendance Records
6. Complete the required essay [questions](#)
7. Distribute three reference forms, to be sent to MCC by the referrer

The above materials must be sent to:

Trail**b-B**lazers Collegiate Academy Admission Committee
MCC-Blue River
20301 E. 78 Highway
Independence, MO 64057

A+ funding may not be used. Students must be high school graduates to receive A+ funding.

ADVANCED PLACEMENT (AP) CREDIT

Students may also earn Advanced Placement credit in Calculus, Statistics, Biology, College American History, College European History, Studio Art, and Music Theory. Colleges give credit in these courses based on scores earned on nationally administered examinations. Students taking AP exams must pay a fee of approximately \$94.00 per exam. See your counselor for details. Scholarships are available for students who qualify.

STUDENTS EARNING HIGH SCHOOL CREDIT PRIOR TO ENTERING 9th GRADE

The Raytown School District offers opportunities for middle school students who meet eligibility requirements through testing, grades, attendance, and teacher recommendation to earn high school credit while attending middle school. Courses offered include Algebra I, Spanish I, English I, and Physical Science for one full credit each. Additionally, students who meet certain criteria could earn ½ credit in Communications and World Geography during the summer session following their 7th grade year.

CREDIT RECOVERY

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Placement in credit recovery programs is based on principal approval. Options could include: computer assisted credit-recovery class night school and/or Summer School. Please see your counselor for further information.

ENGLISH AS A SECOND LANGUAGE

The Raytown School District offers services for students who are learning English as a Second Language (ESL) who score below 5.0 on the WIDA Screener/W-APT test or below 4.7 on the WIDA ACCESS tests. Placement is by the ESL Coordinator and the ESL Teacher. These courses are included within the Curricular Offerings section of the Career and Educational Planning Guide.

LIBRARY MEDIA SERVICES

Library Media ~~Center Program~~ services are available to all students in grades ~~96~~-12. All secondary schools employ a full-time certified library media specialist and a full-time library clerk. As a foundation for increased academic achievement, the Library Media Program will collaborate to enhance reading, research, and critical thinking skills, while providing flexible and equitable access to physical and digital resources.

~~The Mission of the Library Media Program is to ensure all students and staff are effective users of ideas and information, empowering them to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. A full-time library media specialist and several support staff members assist students at the High Schools from: 7:00 a.m. to 3:00 p.m. and at the Middle Schools from: 7:30 a.m. to 3:05 p.m. daily during the school year. Our library media centers feature the latest in technology including automated circulation, an electronic catalog, and a computer lab where students can research and word process assignments.~~

~~Our mission is to provide the opportunity for all students to become effective users of information. Students are instructed on how to access information in a variety of formats: books, newspapers, periodicals, online databases, and Internet resources. Experiences are provided across the curriculums that encourage students to become life long library patrons. Each media center facilitates learning through a positive, helpful, and encouraging climate. In addition to standard services; a printer and copy machine for school related use are available. Each student is encouraged to utilize the services provided by the Library Media Center.~~

SPECIAL EDUCATION

The Raytown School District offers a full continuum of special education and related services for students identified with educational disabilities. All of the special education services are individualized to meet the special needs of each student. Students with Individual Education Plans are eligible to enroll in core subject areas courses (English, math, science, and social studies) based on IEP team decisions. General Education courses can be modified to meet the individual learning needs of IEP students.

Students receiving special services shall follow their Individualized Education Program (IEP). A student's IEP team determines the program of studies best suited for each of these students on an annual basis.

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

SUMMER SCHOOL (GRADES 6-12)

Raytown Summer School is offered to students entering 6th-12th grade. Core classes and several other subjects are offered for credit recovery or first-time credit. A limited number of courses for high school credit are offered to middle school students during summer school as well. The summer school brochure containing dates, application information, and class details will be available in the schools and on-line by the end of March.

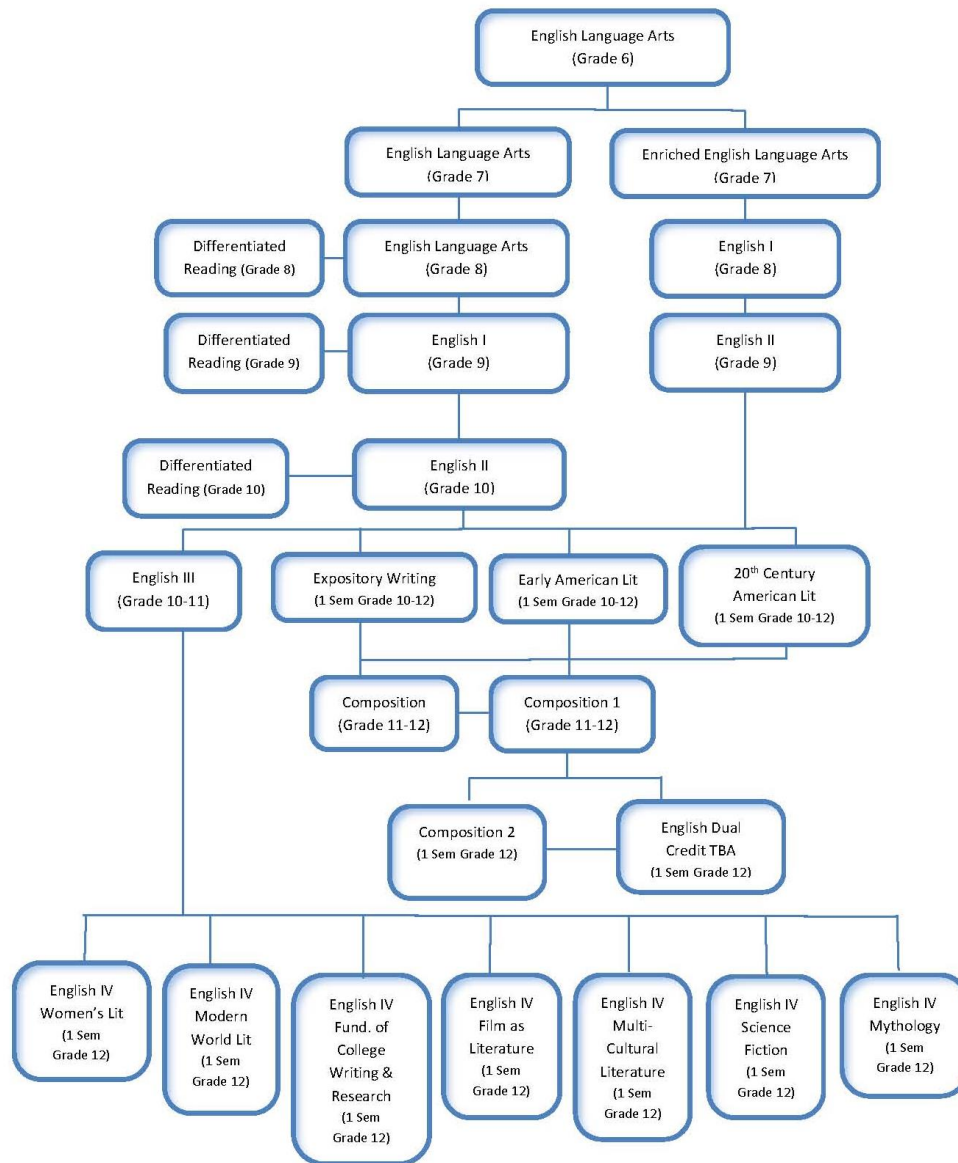
CURRICULAR OFFERINGS (by Department)

ENGLISH LANGUAGE ARTS

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course



MIDDLE SCHOOL

- **ENGLISH LANGUAGE ARTS (Grade 6, 2 Semesters)**

Course Description: The ELA blocked course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

- **ENGLISH LANGUAGE ARTS (Grade 7, 2 Semesters)**

Course Description: The ELA blocked course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality

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literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

- **ENRICHED ENGLISH LANGUAGE ARTS (Grade 7, 2 Semesters)**

Prerequisites: students selected by application, grades, test scores, and teacher recommendation.

Course Description: This course is for students who show strong English Language Art skills. This blocked course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

- **ENGLISH LANGUAGE ARTS (Grade 8, 2 Semesters)**

Course Description: The ELA course is a balanced approach in teaching language, reading, writing, speaking and listening skills. Students are exposed to a variety of genre writing: argumentative, informative/explanatory, and narrative that gives opportunities for students to grow in their writing by working independently and collaboratively. Students will create their own writing using the writing process with instruction that supports the student to discover, organize and communicate their ideas. Additionally, this course exposes students to a variety of quality literature and informational texts to support their development as readers. This course will require students to read and synthesize grade appropriate texts and demonstrate this understanding in their writing.

- **ENGLISH I (1 Unit, Grades 8-9, 2 Semesters)**

Prerequisite: 8th grade students selected by application, grades, test scores, and teacher recommendation.

Course Description: Students focus on reading and writing skills. They read quality literature that develops their appreciation of both the writer and the art of writing. Students explore the value of well-crafted literature and how it speaks to the human experience. Students study poetry, novels, and short stories. Employing learning strategies, students improve sentence development, paragraph organization, diction, grammar and usage, vocabulary and spelling. Students practice revision and editing skills.

- **DIFFERENTIATED READING (Grade 8, 2 Semesters)**

Course Description: In this course the curriculum will support 8th grade English. The focus of instruction will be on meeting the individual students' needs to make sense of and comprehend what they are reading. This will be done by working on foundational skills such as fluency work, and vocabulary instruction. Students are placed in this course based off test scores, grades, and teacher/counselor recommendation.

HIGH SCHOOL

READING REQUIREMENT

Freshman and Sophomore students reading below grade level may be required to enroll in a reading improvement course. Students enrolled in this reading support program may use this course to fulfill .5 unit of Language Arts credit and/or 1.0 units of credit toward elective requirements.

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- **ENGLISH I HS1010** (1 Unit, Grade 9, 2 Semesters)

Course Description: Students focus on reading and writing skills. They read quality literature that develops their appreciation of both the writer and the art of writing. Students explore the value of well-crafted literature and how it speaks to the human experience. Students study poetry, novels, and short stories. Employing learning strategies, students improve sentence development, paragraph organization, diction, grammar and usage, vocabulary and spelling. Students practice revision and editing skills.

- **DIFFERENTIATED READING** (Grade 9-10, 2 Semesters) **May be used as .5 Elective English Credit*

Course Description: In this course the curriculum will support 9th and 10th grade English. The focus of instruction will be on meeting the individual students' needs to make sense of and comprehend what they are reading. This will be done by working on foundational skills such as fluency work, and vocabulary instruction. Students are placed in this course based off test scores, grades, and teacher/counselor recommendation.

- **ENGLISH II HS1030** (1 Unit, Grades 9-10, 2 Semesters)

Prerequisite: English I

Course Description: Students focus on reading and writing skills. They read quality literature that challenges and further develops their appreciation of both writer and the art of writing. Students explore the value of well-crafted literature and how it speaks to human experience. Students study poetry, novels, and short stories. Employing learning strategies, students improve sentence development, paragraph organization, diction, grammar and usage, vocabulary and spelling. During second semester, students work on longer compositions using exposition and analysis when writing. Students practice revision and editing skills. Students should not take this class more than once except during summer school sessions.

- **ENGLISH III HS1070** (1 Unit, Grade 11, 2 Semesters)

Prerequisite: English I and English II

Course Description: This course is suggested for students who wish to practice a variety of written and verbal communications including some applicable in the workplace, and for students who wish to further their knowledge of American literature. The course focuses on reading, writing and discussion.

- **ENGLISH IV – Women’s Literature HS1285** (.5 Unit, Grade 12, 1 Semester)

Prerequisite: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing with a focus on literature written by women across the spectrum of eras and backgrounds. Example texts might include The Bell Jar, The Awakening, The Color Purple, The Handmaid’s Tale, or My Antonia.

- **ENGLISH IV – Modern World Literature HS1385** (.5 Unit, Grade 12, 1 Semester)

Prerequisites: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing using literary pieces from literature of the last two decades from around the world. Example texts include The Hunger Games, Things Fall Apart, Life of Pi, and One Hundred Years of Solitude.

- **ENGLISH IV - Fundamentals of College Writing and Research HS1485** (.5 Unit, Grade 12, 1 Sem)

Prerequisites: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing with a focus on introducing the writing and researching techniques for post-secondary academic writing. Example texts include Brave New World and Hamlet.

- **ENGLISH IV – Film as Literature HS1585** (.5 Unit, Grade 12, 1 Semester)

Prerequisites: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing using great works of film as the literature for the course. Example films include “O Brother Where Art Thou,” “Casablanca,” “North by Northwest,” “Chinatown,” and “Winter’s Bone”.

- **ENGLISH IV – Multi-Cultural Literature HS1685** (.5 Unit, Grade 12, 1 Semester)

Prerequisites: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing with a focus on literature from the various cultures and backgrounds that make up America today. Example texts include Song Yet Sung, The Devil’s Highway, and Salvage the Bones.

- **ENGLISH IV – Science Fiction HS 1785** (.5 Unit, Grade 12, 1 Semester)

Prerequisites: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing using literary pieces from the genre of Science Fiction. Example texts include 1984, Slaughterhouse Five, Dune, and Ready Player One.

- **ENGLISH IV – Mythology and the Hero’s Journey HS1885** (.5 Unit, Grade 12, 1 Semester)

Prerequisites: Passing grade in English I and English II, completion of English III or Expository Writing and Literature

Course Description: This exit-level course is suggested for exiting students who wish to better or maintain their skills in English in preparation for careers. The course will focus on skills of reading and writing using literary pieces from ancient literature of mythology from around the world. Example texts include The Odyssey, Beowulf, and The Fellowship of the Ring.

- **EXPOSITORY WRITING HS1090** (1/2 Unit, Grades 11-12, 1 Semester)

Prerequisite: Passing grade in English I and English II. English II credits earned in summer school do not count toward this prerequisite

Course Description: Students of average or above average ability develop more effective writing through work in sentence structure, paragraph development, modes of essay development and the writing process. They also learn to write a variety of thesis statements and develop longer compositions with a central idea, detailed support, and appropriate diction. Summary writing about articles on current issues, original essays in response to issues and analysis of selected

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material provide learning experiences. Students are encouraged not to enroll in Expository Writing and a literature course the same semester.

- **EARLY AMERICAN LITERATURE HS1130** (1/2 Unit, Grades 11-12, 1 Semester)

Prerequisite: Passing grade in English I and English II

Course Description: Students survey American literature from its beginnings to 1919. The emphasis is on reading, discussion, and writing. Students study Native American literature as well as major American writers and statesmen, including Poe, Hawthorne, Cooper, Melville, Thoreau, Dickinson, Whitman, Twain, Harte and Crane, learning about our evolution through reading the classics.

- **20TH CENTURY AMERICAN LITERATURE HS1140** (1/2 Unit, Grades 11-12, 1 Semester)

Prerequisite: Passing grade in English I and English II

Course Description: This course surveys American literature from 1900 to the present. Students read novels, short stories, plays and poetry to examine literary styles and philosophies and to determine the contemporary values and problems. Students become acquainted with literary figures and significant pieces of writing useful in college. Emphasis is on reading, discussing, and writing.

- **COMPOSITION HS1160** (1 Unit, Grade 11-12, 2 Semesters)

Prerequisite: For juniors and seniors only, passing grades in Expository Writing and American Literature, or 20th Century American Literature. To continue into second semester, students must pass first semester.

Course Description: Students briefly review the writing process, unity, coherence, illustration, comparison and contrast, diction and sentence structure as emphasized in Expository Writing. Students write more fully developed and formal papers: cause and effect, definition, argumentation and literary interpretation. Students study critical thinking skills. Students learn research skills, including written work in paraphrasing, documenting and integrating sources. Second semester focuses on analysis of literature: drama, poetry, and fiction, as well as a full-length research paper.

W/DC • COMPOSITION 1 HS1260W (1 Unit, Grade 11 or 12, 2 Semesters)

Prerequisite: Students must meet the requirements to enroll for credit with the university partner, have passing grades in Expository Writing and/or American Literature, or 20th Century American Literature.

Course Description: This course introduces students to college-level reading, writing, and discourse analysis: it engages students in the analysis and creation of texts that reveal multiple perspectives about specific rhetorical situations and cultural issues. In addition to learning how to revise by analyzing their own writing, students will learn to edit their own work and use proper academic documentation. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

W/DC • COMPOSITION 2 HS1080W (1 Unit, Grade 12, 1 Semester)

Prerequisite: Students must meet the requirements to enroll for credit with the university partner; have passing grades in Expository Writing and/or American Literature, 20th Century American Literature, students must have earned 3 credits in Composition 1.

Course Description: This course works to further develop student's skills in analyzing and writing texts with an emphasis on the use of research, synthesizing ideas from multiple texts, and generating arguments through text analysis. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

W/DC • DUAL CREDIT ENGLISH COURSE 3 TBAHS1190W (.5 Unit, Grade 12, 1 Semester)

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Prerequisite: Students must meet the requirements to enroll for credit with the university partner; have passing grades in Expository Writing and/or American Literature, 20th Century American Literature; students must have earned 3 credits in Composition 1 and Composition 2.

Course Description:

The school district will work with a partner university to provide a third English option for students who complete Composition 1 and 2. The course will be offered during the second semester. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

- **JOURNALISM/NEWSPAPER I HS1170** (1 Unit, Grade 10, 11, and 12, 2 Semesters)
- **JOURNALISM/NEWSPAPER II HS1270** (1 Unit, Grade 11 and 12, 2 Semesters)

Prerequisite: Students selected for course by application

Course Description: This course develops skills in critical thinking and time management as well as photography, design, and effective writing. Students who enroll in this course will be responsible for publishing the student newspaper. Instruction focuses on news, editorials, features, and sports stories. Students will gain interviewing, writing, editing, design, and photography skills. Students will use the Adobe Creative Suite to produce industry-standard publications, including InDesign and Photoshop. Newspaper experience promotes both teamwork and individual skill development. Credit cannot count toward English graduation requirement. A student may enroll in more than one semester and may accumulate 2 units of credit.

- **ELECTRONIC JOURNALISM I HS1150** (1/2 Unit, Grade 10, 11, and 12, 1 Semester)
- **ELECTRONIC JOURNALISM II HS250** (1/2 Unit, Grade 11 and 12, 1 Semester)

Prerequisite: Students selected for the course by application

Course Description: This class promotes teamwork, problem solving, and student engagement in the building. The course will provide students with hands on experience editing and producing video broadcasts. Students in this course are also responsible for producing the video yearbook and the senior slideshow. Course content focuses on developing the skills of communication while using technology to effectively communicate ideas and information. Students will use iMovie to edit audio and video and to identify good sound bites or video clips. Students will gain skills in video direction, production, and editing. Credit cannot count toward English graduation requirement. A student may enroll in more than one semester and may accumulate 2 units of credit.

- **SCHOOL PUBLICATIONS I HS1180** (1 Unit, Grade 10, 11 and 12, 2 Semesters)
- **SCHOOL PUBLICATIONS II HS1280** (1 Unit, Grade 11 and 12, 2 Semesters)

Prerequisite: Students selected for the course by application

Course Description: This class is responsible for creating and publishing the yearbook. In addition to critical thinking, time management, teamwork and commitment, this class teaches photography, writing, editing, and design. This is a workshop course that encourages students to interact with their classmates and take on leadership roles. There are student-led staff meetings class periods. In-class work includes artwork, layout, typography, copywriting, proofreading, photography, selling and circulation. Instruction focuses on magazine-style writing. Students will gain interviewing, writing, editing, design, and photography skills. Students will also learn marketing skills by selling advertisements. Students will use the Adobe Creative Suite to produce industry-standard publications including InDesign and Photoshop. Credit cannot count toward English graduation requirement. A student may enroll in School Publications/Yearbook more than one semester.

ENGLISH AS A SECOND LANGUAGE

Placement is by ESL Coordinator and/or ESL teacher, based on WIDA test scores.

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MIDDLE SCHOOL

- **ESL ENGLISH LANGUAGE ARTS (Grades 6-8, 2 Semesters)**

May be repeated for credit until exited from the ESL program.

Course Description: In this class students will improve their English-language skills while focusing on reading, writing, listening, and speaking. Students will collaborate with peers on a daily basis through interactive writing sessions, reader's and writer's workshop, and analytical writings. Online individual curriculum content parallels regular English Language Arts classes on a 3-year rotating basis: this content may be differentiated in order to provide additional support. This class is taught by a ESL-certified teacher.

- **ESL CONTENT AREA READING LAB (Grades 6-8, 2 Semesters)**

May be repeated for credit until exited from the ESL program. Course is designed to extend and develop reading vocabulary and topical concepts that will assist ESL students to succeed in content area classes.

Course Description:

This class is for ESL students who still need support in the academic vocabulary of their core/mainstream classes. The class lessons focus on context-rich vocabulary and background information taught through mini-lessons in the academic subjects of English, Social Studies, Science and Math. This class is taught in large and small group instruction, while focusing on individualized support in reading and content area understanding and class grade management. It is offered in addition to their regular grade level and exploratory classes.

HIGH SCHOOL

- **ESL BEGINNING LANGUAGE ARTS HS1014 (1 Unit, Grades 9-12, 2 Semesters)**

May be repeated for credit until ESL teacher and/or ESL Coordinator recommend student enroll in ESL Intermediate Language Arts. These students may also be enrolled in Beginning Language Lab and ESL Content Area Reading Lab.

Course Description: This is a class for beginners, taught by an ESL-certified teacher, in which students learn vocabulary, grammar and to read and write in English. The instruction is in English, but sometimes the students will use their native language to help explain the lesson to others. These beginning students may also enroll in the two ESL lab classes. Criteria for class: Based on WIDA test scores and recommendation of ESL teacher and/or ESL coordinator.

- **ESL BEGINNING LANGUAGE ARTS LAB HS1114 (1 Unit, Grades 9-12, 2 Semesters)**

May be repeated for credit until ESL teacher and/or ESL Coordinator recommend student enroll in ESL Intermediate Language Arts. Students enrolled in ESL Language Arts Lab work on independent assignments in conjunction with their other ESL class(es).

Course Description: This is a second class for beginners, in which the students learn more vocabulary, and grammar and to read in English. This class is more independent and individualized than ESL Beginning English Language Arts HS1014. Students in this class may also enroll in ESL Beginning English Language Arts HS1014 and ESL Content Area Reading Lab HS1024/HS1029. Criteria for class: Based on WIDA test scores and recommendation of ESL teacher and/or ESL coordinator.

- **ESL INTERMEDIATE LANGUAGE ARTS HS1034 (1 Unit, Grades 9-12, 2 Semesters)**

May be repeated for credit until exited from the ESL program. Intermediate students may also be enrolled in the ESL Content Area Reading Lab.

Course Description: This is an intermediate class, taught by an ESL-certified teacher, for those students who are more advanced. Students will expand their vocabulary, work with more complex grammar, and learn to read literature in English in order to express themselves better in English. The course objectives mirror those of the regular English I, II,

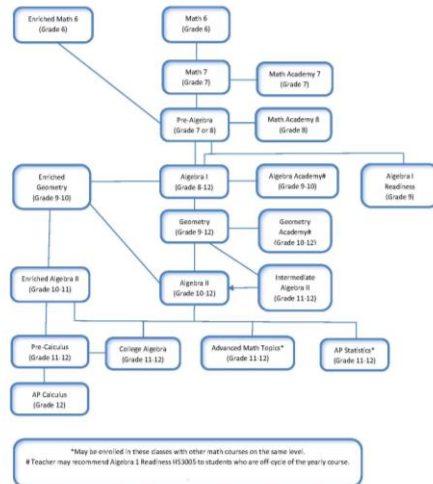
and III classes on a 3-year rotating basis in order to prepare ESL students to transition into regular English courses. The instruction is in English but students will sometimes use their native language to help explain the lesson to others. These students may also take the class, ESL Content Area Reading Lab HS1024/HS1029. Criteria for class: Based on WIDA test scores and recommendation of ESL teacher and/or ESL coordinator.

- **ESL CONTENT AREA READING LAB HS1024 and HS1029** (1 Unit, Grades 9-12, 2 Semesters)

May be repeated for credit until exited from the ESL program. Course is designed to extend and develop reading vocabulary and topical concepts that will assist ESL students to succeed in content area classes.

Course Description: This class is for all ESL students - beginners, intermediate, and advanced who still need support in the academic areas of mainstream classes. The lessons rotate through core academic subjects, exposing students to context-rich vocabulary and background information that will help them to be more successful in their regular classes. Also, in this class, the teacher, will help students understand instructions from other classes, begin homework and finish classwork and assessments from their other classes so that students have the opportunity to better access the content of their classes.

MATHEMATICS



MIDDLE SCHOOL

- MATH ACADEMY (Grade 7 or 8, 2 Semesters)** — This class is designed for students who have difficulty being successful in math because they are missing basic skills and key concepts. Math Academies offer focused instruction and practice on basic math skills as well as support in learning grade level concepts and skills. This class will be taken in addition to a grade level math class thereby providing the student with an opportunity to bring their math skills up to grade level expectations. Test scores, grades, and teacher/counselor recommendations will determine enrollment in this class. Math Academy is offered for grades 7 and 8 and taken in addition to the grade level math class.

Course Description: Middle school Math Academy is a math support class for students concurrently enrolled in Math 6 or Math 7. The course provides additional instructional time to master math skills necessary to be successful in mathematics. Middle school Math Academy offers tutorial support, skills review, pre-teaching of new concepts, and re-teaching of current math concepts. Test scores, grades, and teacher recommendations will determine enrollment in this class. Students will be enrolled in this class who have had difficulty being successful in mathematics and demonstrate significant weaknesses in fundamental mathematics skills. Math Academy is offered for grades 7 and 8 and taken in addition to the grade level math class.

- MATH 6 (Grade 6, 2 Semesters)**

Course Description: The application, identification, and computation of rational numbers will be studied. In geometry, we will focus on area (surface area) and volume of 3 dimensional solids. Introductory algebra units will focus on algebraic equations and expressions. Students will recognize statistical questions and use them to summarize numerical sets by finding measures of center and measures of variability. Overall emphasis will be placed on arithmetic problem solving and effective use of mathematical vocabulary. Math 6 includes the study of ratios and proportional relationships; number system and operations; expressions, equations, and inequalities; geometry and measurement; and data analysis, statistics and probability. Math 6 is designed to develop students' mathematical knowledge, understanding, and skills through structured problem solving. Math 6 strengthens students' ability to reason and communicate mathematical ideas while developing a productive disposition toward the discipline of mathematics. It enhances students' awareness and appreciation for connections among mathematical strands as well as between math and other disciplines.

- ENRICHED MATH 6 (Grade 6 ~~or 7~~, 2 Semesters)**

Course Description: This course is designed for students wanting to learn sixth and seventh grade mathematical content during their 6th grade year, so that they will be prepared for Pre-Algebra in seventh grade. This course includes the study of number concepts, computation with rational numbers, estimation, patterns, data analysis, probability, geometry, and measurement. Enriched Math 6 is designed to prepare students for a formal pre-algebra course through the development of foundational algebraic reasoning skills and rational number concepts. In addition to strengthening students' ability to reason and communicate mathematical ideas, Enriched Math 6 engages students in opportunities to interpret, create and

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justify mathematical relationships in the context of proportions, rational number, equations, inequalities, geometry, measurement, and data.

- **MATH 7** (Grade ~~6 or~~ 7, 2 Semesters)

Course Description: Math 7 includes the in-depth study of ratio and proportional relationships including rates, percentages, and constants of proportionalities. Math 7 is designed to develop students' mathematical understanding of number concepts by working with integers in expressions, equations, and inequalities. Data analysis, geometric concepts and probability are also studied within this course. Technology is used to enhance mathematics learning and allow for creativity in problem solving in Math 7. Math 7 strengthens students' ability to communicate mathematical ideas through modeling, reason quantitatively and abstractly, and justify solutions while critiquing the reasoning of others through problem solving. ~~The seventh grade mathematics program includes the study of number concepts, computation with rational numbers, estimation, patterns, data analysis, probability, geometry, and measurement. Calculators and computers will be used to enhance learning and allow for creativity in problem solving. Students will explore more algebraic concepts to start to make the bridge from arithmetic. There will be an emphasis on problem solving and appropriate use of mathematical vocabulary.~~

- **PRE-ALGEBRA** (Grade 7 or 8, 2 Semesters)

Course Description: The Pre-Algebra course includes the study of operations with real numbers, problem solving, algebra, geometry, and data analysis. Pre-algebra is a prerequisite for the Algebra 1 Course. The language and properties of algebra are introduced with emphasis on problem solving and such topics as patterns, multiple representations, Pythagorean Theorem, functions, and solving linear equations. Students apply pre-algebraic skills and concepts through the use of technology linking numeric, verbal, graphic, and symbolic representations.

- **ALGEBRA I** (1 Unit, Grade 8, 2 Semesters)

Prerequisite: Pre-Algebra or demonstration of equivalent skills~~students selected by application, grades, test scores, and teacher recommendation.~~

Course Description: Algebra 1 provides students opportunity to develop algebraic reasoning, skills and concepts necessary to provide a foundation for future mathematics courses.~~This course is designed to give students a formal development of algebraic skills and concepts necessary to provide a foundation for future mathematics courses. Algebra is a form of mathematical shorthand that enables its users to more easily conceive of and to solve practical mathematical problems.~~ Students will explore writing, solving, and graphing equations and inequalities of linear, exponential, and quadratic functions. The language and properties of algebra are reinforced through such topics as relations and functions, systems of equations, polynomials and factoring, and probability and data analysis as applied to practical situations. This course offers experiential learning with an emphasis on problem solving and collaboration. Students will link numeric, verbal, graphic, and symbolic representations of algebraic concepts.

HIGH SCHOOL

Support Mathematics Courses

Students may earn 0.5 math credit per semester for a support course with a maximum of 1 total math credit. Any credit earned above that will be considered elective credit towards graduation. Enrolling in these courses requires a teacher recommendation.

- **ALGEBRA I READINESS HS3005** (.5 Unit, Grade 9, 1 Semester)

Course Description: Algebra I Readiness offers focused instruction and practice on prerequisite skills in order to prepare students for Algebra I. Test scores, grades, and teacher recommendations ~~will~~ determine enrollment in this class. Enrollment ~~will~~ include students who have had difficulty being successful in all or part of their 8th grade Pre-Algebra ~~or in the beginnings of Algebra I in high school~~. Algebra I Readiness ~~will~~ include the study of operations with real numbers, problem solving, patterns, solving equations and inequalities, recognizing and solving mathematical expressions, factoring, interpreting and graphing points, recognizing and solving formulas, calculating with percents,

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ratios and proportions and using mathematical vocabulary. This is a Support Mathematics Course; see the description above regarding mathematics credit.

- **ALGEBRA MATH ACADEMY HS3040** (1 Unit, Grades 9-10, 2 Semesters)

Co-Enrollment: Algebra I

Course Description: Algebra Math Academy is a math support class for students concurrently enrolled in Algebra I. The course provides additional instructional time to master math skills necessary to be successful in Algebra I. Algebra Math Academy offers tutorial support, pre-algebra skills review, pre-teaching of new algebra concepts, and re-teaching of current algebra concepts. Test scores, grades, and teacher recommendations ~~will~~ determines enrollment in this class. Students will be enrolled in this class who have had difficulty being successful in previous math courses and demonstrate significant weaknesses in fundamental skills. A student may only enroll in Algebra Math Academy once during high school even if the student fails the course. This is a Support Mathematics Course; see the description above regarding mathematics credit in support courses.

- **GEOMETRY MATH ACADEMY HS3050** (1 Unit, Grades 10-12, 2 Semesters)

Co-Enrollment: Geometry

Course Description: Geometry Math Academy is a math support class for students concurrently enrolled in Geometry. The course provides additional instructional time to master math skills necessary to be successful in Geometry. Geometry Academy offers tutorial support, algebra skills review, pre-teaching of new geometry concepts, and re-teaching of current geometry concepts. Test scores, grades, and teacher recommendations ~~will~~ determines enrollment in this class. Students will be enrolled in this class who have had difficulty being successful in previous math courses and demonstrate significant weaknesses in fundamental skills. A student may only enroll in Geometry Math Academy once during high school even if the student fails the course. This is a Support Mathematics Course; see the description above regarding mathematics credit in support courses.

MATHEMATICS COURSES

- **ALGEBRA I HS3030** (1 Unit, Grades 9-11, 2 Semesters)

Course Description: The Algebra I course provides students opportunity to develop algebraic reasoning, skills and concepts necessary to provide a foundation for future mathematics courses. Students will explore writing, solving, and graphing equations and inequalities of linear, exponential, and quadratic functions. The language and properties of algebra are reinforced through such topics as relations and functions, systems of equations, polynomials and factoring, and probability and data analysis as applied to practical situations. This course offers experiential learning with an emphasis on problem solving and collaboration. Students will link numeric, verbal, graphic, and symbolic representations of algebraic concepts.

~~This course is designed to give students a formal development of algebraic skills and concepts necessary to provide a foundation for future mathematics courses. Algebra is a form of mathematical shorthand that enables its users to more easily conceive of and to solve practical mathematical problems. Students will explore writing, solving, and graphing equations and inequalities of linear, exponential, and quadratic functions. The language and properties of algebra are reinforced through such topics as relations and functions, systems of equations, polynomials and factoring, and probability and data analysis as applied to practical situations. This course offers experiential learning with an emphasis on problem solving and collaboration. Students will link numeric, verbal, graphic, and symbolic representations of algebraic concepts.~~

- **GEOMETRY HS3150** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Algebra I

Course Description: ~~This~~ The Geometry course formalizes what students have learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. The fundamentals of algebra are applied in the

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development of geometric phenomena. The student will develop precision and clarity in presenting logical arguments as well as making connections between mathematics in the world around them by measuring, reasoning, and applying geometrical ideas. Students in this course study properties and applications of common geometric figures in two and three dimensions. High school Geometry also includes the study of transformations, right triangle trigonometry, circles, and the application of probability. Inductive and deductive thinking skills are used in problem solving situations and applications to the real world are stressed. An emphasis is placed on writing proofs to solve (prove) properties of geometric figures. Spatial reasoning, visualization, and geometric modeling are used extensively in this course.

~~It also includes the study of transformations, right triangle trigonometry, circles, and the application of probability. Inductive and deductive thinking skills are used in problem solving situations and applications to the real world are stressed. An emphasis is placed on writing proofs to solve (prove) properties of geometric figures.~~

- **ENRICHED GEOMETRY HS3160** (1 Unit, Grades 9-10, 2 Semesters)

Prerequisite: Algebra I – grade of C or higher

Course Description: Enriched Geometry is designed to challenge students beyond the basic application of geometric concepts developed within a regular geometry course. This course demands strong algebraic skills and academic discipline. Formulizing what students have learned in middles school geometry, this course focuses on reasoning and making mathematical arguments. The fundamentals of algebra are applied in the development of geometric phenomena. The student will develop precision and clarity in presenting logical arguments as well as making connections between mathematics in the world around them by measuring, reasoning, and applying geometrical ideas. Student in this course experience in depth exploration of proofs and applications through the study of transformations, right triangle trigonometry, circles, and the application of probability. Inductive and deductive thinking skills, visualization, spatial reasoning and geometric modeling are used in problem solving situations while applications to the real world are stressed. Students develop their ability to construct formal, logical arguments in geometric settings and multi-step problems. The depth, breadth and rigor of the Enriched Geometry course is intended to prepare students for success in Enriched Algebra II, AP Calculus and STEM. Students in this course should show strong skills in Algebra. In Enriched Geometry, students work at a level of difficulty that demands more academic discipline for a successful experience. More challenging exereises are assigned and additional materials are often used to focus attention on a concept that is being studied. This course formalizes what students have learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. The fundamentals of algebra are applied in the development of geometric phenomena. The student will develop precision and clarity in presenting logical arguments as well as making connections between mathematics in the world around them by measuring, reasoning, and applying geometrical ideas. Students in this course study properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, right triangle trigonometry, circles, and the application of probability. Inductive and deductive thinking skills are used in problem solving situations and applications to the real world are stressed. An emphasis is placed on writing proofs to solve (prove) properties of geometric figures. A graphing calculator is highly recommended. The district uses the TI-84 graphing calculator.

- **ALGEBRA II HS3220** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Geometry

Course Description: Algebra II extends the essential ideas of Algebra I and Geometry in order to make sense of and solve math problems in context. The study of equations, inequalities, graphs and their applications will relate mathematics to the world and include the following topics: polynomial, rational, radical, exponential, logarithmic, and trigonometric functions as well as inferences and conclusions from data. Algebra II students hone their abilities to model situations and expand their understanding of problems to include complex solutions. The essential ideas of Algebra I and Geometry are extended in order to make sense of and solve real world problems. The study of equations, inequalities, graphs and their applications will relate mathematics to the world and include the following topics: polynomial, rational, radical, exponential, logarithmic, and trigonometric functions as well as inferences and conclusions from data. Students will hone their abilities to model situations and expand their understanding of problems to include complex solutions. The content of this course is important for success on both the ACT and college entrance exams.

- **ENRICHED ALGEBRA II HS3230** (1 Unit, Grades 10-11, 2 Semesters)

Prerequisite: Geometry – grade of B or higher or Enriched Geometry – grade of C or higher

Course Description: ~~Enriched Algebra II is designed to challenge students beyond the basic application and integration of algebraic and geometric concepts expected in a regular Algebra II course. This course demands strong algebraic skills, geometric reasoning, and academic discipline. The essential ideas of Algebra I and Geometry are extended in order to make sense of and solve problems in context. The study of equations, inequalities, graphs and their applications will relate mathematics to the world and include the following topics: polynomial, rational, radical, exponential, logarithmic, and trigonometric functions as well as inferences and conclusions from data. Students hone their abilities to model situations and expand their understanding of problems to include complex solutions. Students in this course should show strong skills in Algebra and Geometry. In Enriched Algebra II, students work at a level of difficulty that demands more academic discipline for a successful experience. More challenging exercises are assigned and additional materials are often used to focus attention on a concept that is being studied. The essential ideas of Algebra I and Geometry are extended in order to make sense of and solve real world problems. The study of equations, inequalities, graphs and their applications will relate mathematics to the world and include the following topics: polynomial, rational, radical, exponential, logarithmic, and trigonometric functions as well as inferences and conclusions from data. Students will hone their abilities to model situations and expand their understanding of problems to include complex solutions.~~ The content of this course is important for success on both the ACT and college entrance exams. A graphing calculator is highly recommended. The district uses the TI-84 graphing calculator.

- **INTERMEDIATE ALGEBRA II HS3070** (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Geometry

Course Description: ~~Intermediate Algebra II This course~~ serves as a bridge between Geometry and Algebra II. ~~Being Providing~~ an overview of the major concepts studied in Algebra II, ~~Intermediate Algebra II # provides opportunity for students to strengthen allows for a slower pace to prepare students with~~ essential skills ~~and reasoning~~ necessary to be successful in Algebra II. It includes the study of topics involving polynomial, rational, radical, exponential, logarithmic, and trigonometric functions as well as inferences and conclusions from data. The student will have the opportunity to acquire both a conceptual and procedural understanding of Algebra II concepts, and learn more about where and how mathematics is used in the real-world.

- **ADVANCED MATH TOPICS HS3240** (1 Unit, Grade 12, 2 Semesters)

Prerequisite: Algebra II – grade of C or higher

Course Description: Advanced Math Topics is a study of topics from discrete mathematics and statistics, with special emphasis placed on attaining a better understanding of the world around us and providing mathematical methods for thinking critically about issues. It is intended to prepare students to enter the world of work in the twenty-first century. Topics such as the mathematics of fairness and social choice, problem solving using graph theory, the digital revolution, the application of appropriate statistical methods, and the mathematical modeling of patterns related to shape, growth, and form are explored.

W/DC • COLLEGE ALGEBRA HS3340W (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Algebra II or Enriched Algebra II – grade of C or higher

Course Description: In College Algebra, students work at a level of difficulty that demands academic discipline for a successful experience. This course is the standard course in college-level algebra. Topics include basic concepts of algebra; linear, quadratic, rational, radical, logarithmic, exponential, and absolute value equations; equations reducible to quadratic form; linear, polynomial, rational, and absolute value inequalities, and complex number system; graphs of linear, polynomial, exponential, logarithmic, rational, and absolute value functions; conic sections; inverse functions; operations and composition of functions; systems of equations; sequences and series; and the binomial theorem. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

W/DC • PRE-CALCULUS HS3310W (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Enriched Algebra II - grade of C or higher or College Algebra - grade of B or higher

Course Description: ~~Pre-Calculus~~ ~~This course~~ is designed to prepare students for calculus and abstract algebra. There is a rigorous coverage of the real number system, algebra polynomials, the complex number system, trigonometry and vectors. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.) A graphing calculator is highly recommended. The district uses the TI-84 graphing calculator.

W/DC • AP CALCULUS HS3430W (1 Unit, Grade 12, 2 Semesters)

Prerequisite: Pre-Calculus - grade of C or higher

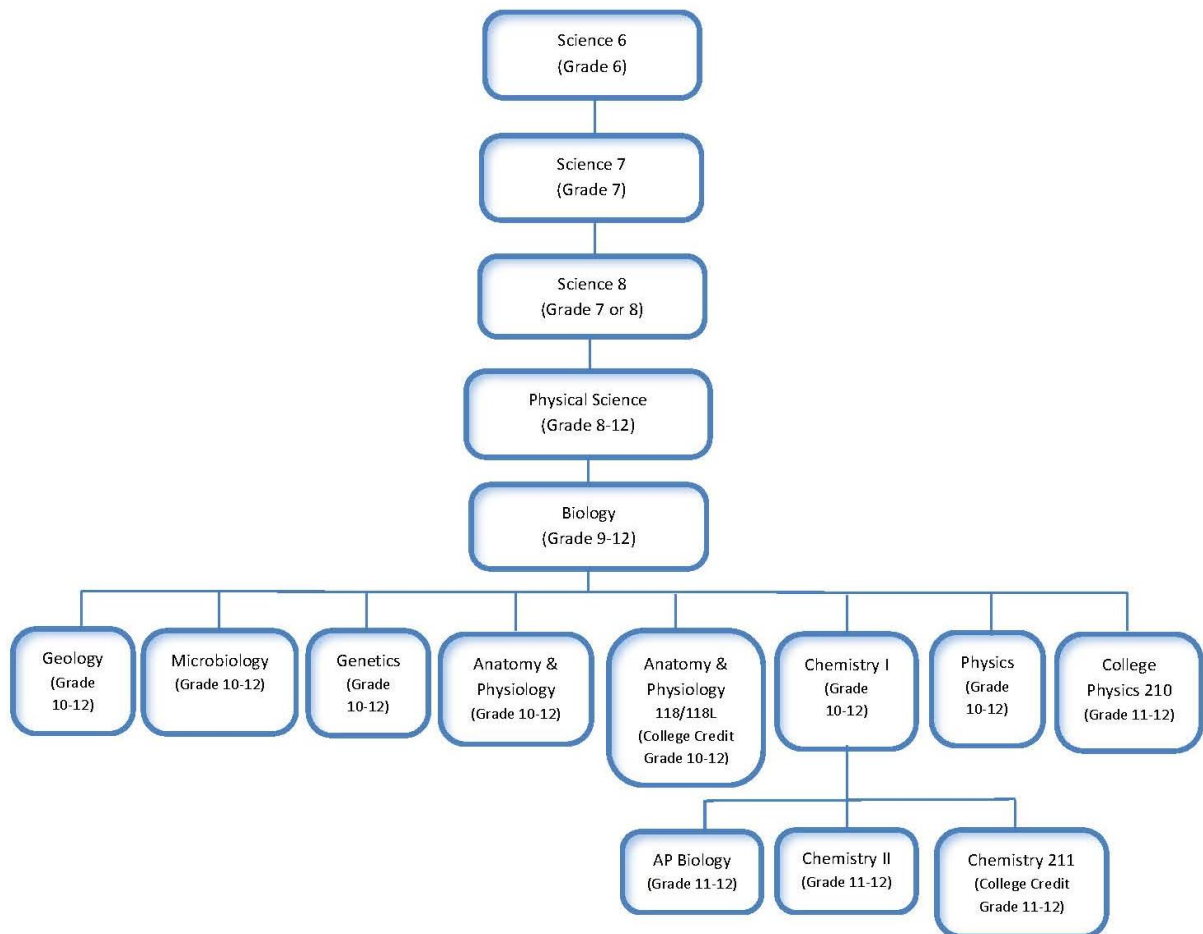
Course Description: ~~AP Calculus~~ ~~This course~~ studies both differential and integral calculus and is intended to be equivalent to a college level Calculus 1 course. This course will cover the standards for the Advanced Placement Calculus AB course including limits and continuity, derivatives, derivative applications, definite integrals, differential equations, and applications of definite integrals. Students who successfully complete the course are prepared to take the AP Calculus examination and have the ability to earn college credit by passing the exam. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.) A graphing calculator is highly recommended. The district uses the TI-84 graphing calculator.

W/DC • AP STATISTICS HS3120W (1 Unit, Grades 11-12, 2 semesters)

Prerequisite: Algebra II or Enriched Algebra II- grade of C or higher

Course description: ~~AP Statistics~~ ~~This course~~ introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major topics include exploring data, sampling and experimentation, anticipating patterns, and statistical inference and hypothesis testing. Students who successfully complete the course are prepared to take the AP Statistics examination and have the ability to earn college credit by passing the exam.

SCIENCE



MIDDLE SCHOOL

- **SCIENCE 6** (Grade 6, 2 Semesters)

Course Description: Students taking this course will use scientific processing skills to study life science concepts. Areas of emphasis include ~~scientific method~~ planning and conducting investigations, cell basics, body systems, traits of organisms and ecology.

- **SCIENCE 7** (Grade 7, 2 Semesters)

Course Description: Students taking this course will use scientific processing skills to study and apply concepts of a combination of earth and physical science concepts. Areas of emphasis ~~include~~ include planning and conducting investigations scientific method, matter and its interactions, chemical reactions, force and motion, energy and waves. Advanced seventh grade students may take Science 8 in seventh grade. Successful completion of Science 8 in seventh grade (C or better) allows them to take Physical Science as an eighth grader.

- ~~**ADVANCED SCIENCE A** (Summer School going into Grade 7)~~

~~**Course Description:** Students qualifying for this course will engage earth science concepts. Areas of emphasis include earth's atmosphere, weather systems, and climate. Successful completion will allow selected students to enroll in Advanced Science B during 7th grade.~~

- ~~**ADVANCED SCIENCE B** (Grade 7, 2 Semesters)~~

~~**Prerequisite:** Summer School session addressing Science & Engineering Practices and Atmosphere & Weather.~~

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~~**Course Description:** Students qualifying for this course will engage in a combination of earth and life science concepts. Areas of emphasis include scientific method, earth—moon—sun interactions, the solar system, electricity, earth’s structure and processes, and cell processes. Successful completion will allow selected students to enroll in Physical Science during their 8th grade year.~~

- **SCIENCE 8** (Grade 8, 2 Semesters)

Course Description: Students taking this course will use scientific processing skills to study a combination of physical, life, and earth science concepts. Areas of emphasis are Earth and space science, including the Earth-moon-sun system, atmosphere, weather & climate, and Earth’s structure and function. For advanced seventh grade students, successful competition will allow selected students to enroll in Physical Science during their eighth grade year. ~~include scientific method, matter, basic chemistry, cell processes, and Earth’s structure and processes.~~

- **PHYSICAL SCIENCE HS4010** (1 Unit, Grade 8 or 9, 2 Semesters)

Prerequisite: students selected by application, grades, test scores, and teacher recommendation.

Course Description: Physical Science provides the prerequisite science background for future secondary courses. The framework of the scientific method serves as the underlying theme of the Physical Science curriculum. Chemistry and Physics are the two content area topics of emphasis: students will be able to gather evidence, formulate arguments, and apply scientific concepts to real world scenarios. For Physics, students apply math to formulate patterns of interaction between energy, forces, and motion. Chemistry emphasizes periodic trends, physical properties, chemical properties, and understanding how and why chemical reactions occur. Students will evaluate the interdependence of science and technology, and the impact human activity to the world in which we live, including an emphasis on literacy through current articles, graphs, charts, and data analysis. Instruction includes active learning, labs, discussion, and lecture.

HIGH SCHOOL

- **PHYSICAL SCIENCE HS4010** (1 Unit, Grades 8-12, 2 Semesters)

Course Description: Physical Science provides the prerequisite science background for future secondary courses. The framework of the scientific method serves as the underlying theme of the Physical Science curriculum. Chemistry and Physics are the two content area topics of emphasis: students will be able to gather evidence, formulate arguments, and apply scientific concepts to real world scenarios. For Physics, students apply math to formulate patterns of interaction between energy, forces, and motion. Chemistry emphasizes periodic trends, physical properties and chemical properties, and understanding how and why chemical reactions occur. Students will evaluate the interdependence of science and technology, and the impact human activity to the world in which we live, including an emphasis on literacy through current articles, graphs, charts, and data analysis. Instruction includes active learning, labs, discussion, and lecture.

- **BIOLOGY HS4210** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Physical Science

Course Description:

Biology is a required introductory level course that unveils the processes of life on all scales. Students will explore a variety of life science themes ranging from Ecology, Environmental Science, Cell Biology, ~~Anatomy~~, Genetics, Evolution and Molecular Biology. Each of the life science themes will be instructed with the intention of strengthening our students’ scientific inquiry skills through a variety of active learning labs, discussion, research and argumentative writing.

- **GEOLOGY HS4020** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Physical Science

Course Description: This course is divided into four major concepts: Geology, Oceanography, Meteorology, and Astronomy. Geology discusses Earth's composition, processes, and history. Oceanography analyzes oceanic properties such as ocean currents and topography. Meteorology distinguishes the development of weather patterns and properties of the atmosphere that influence climate. Astronomy identifies the properties of galaxies, stars, and planets. Each area of study utilizes inquiry-based learning to understand and apply concepts to everyday life. Earth functions as a system, and students are expected to identify the relationships between concepts taught throughout the course. Instruction includes labs, activities, non-fiction reading, and lecture.

- **MICROBIOLOGY HS4235** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Biology

Course Description: Offered during the spring semester, Microbiology classifies microbes based on genetic similarities, protein structures, anatomical features, and patterns of development. Students develop an understanding that microbes play important ecological roles in the environment and can significantly affect human health. An overview of epidemiology lays the foundation for investigating and analyzing current events in microbiology. Instruction includes discussion, current events, non-fiction reading, and a strong emphasis on laboratory settings.

- **GENETICS HS4225** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Biology

Course Description: Offered during the fall semester, Genetics explores the structure and function of DNA which is contained in all living organisms. Students investigate how chromosomes and cellular components transfer hereditary information to offspring during reproduction to predict the inheritance of traits. An analysis of cancer provides a thorough explanation for its occurrence and students make connections to what environmental factors alter specific genes (epigenetics). Current events for genetic engineering and technology are identified due to the rapidly growing impact of genetics on society. Instruction includes discussion, current events, non-fiction reading, and a strong emphasis on laboratory settings.

- **CHEMISTRY I HS4410** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: One unit credit each of both Physical Science and Geometry

Course Description: This lab-based course expands on the Chemistry content identified in Physical Science. Students apply the scientific method to record data from performed experiments that reinforce concepts taught in class. The properties of elements on the periodic table are thoroughly examined to develop an understanding of chemical bonding. Algebra will be applied to various types of chemical problems. Students will learn to predict the amount of a product or products resulting from a reaction with a given amount of reactants (stoichiometry). Upon completion of Chemistry I, students are able to describe real-world processes at the molecular level. Instruction includes lecture, discussion, applied algebra, and a strong emphasis on laboratory settings.

W • CHEMISTRY II HS4420 (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Chemistry I

Course Description: Chemistry II is a rigorous course that builds on concepts developed in Chemistry I. The workload for this course provides an experience that will assist students preparing for a post-secondary science course. The rate of chemical reactions, chemical equilibrium, and oxidation/reduction reactions are all covered extensively and derived using algebra. Acids and bases are explored along with predicting the pH balance when incorporating a buffer into the solution. An overview of organic chemistry describes the interactions of organic compounds which comprises life and significant endeavors in chemistry. Instruction includes lecture, applied algebra, and laboratory investigations.

W/DC • CHEMISTRY 211 HS4430W (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Chemistry I

Course Description: This course covers the same content as Chemistry I, but probes further into each concept. This course incorporates a high level of math and challenging scenarios similar to a college chemistry class. Self-direction and motivation are essential for this course to appropriately complete assignments and prepare for exams. This class is appropriate for an individual interested in pursuing a degree in science. Instruction includes lecture, applied algebra, and laboratory investigations. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

W • PHYSICS HS4510 (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Physical Science and must have completed or currently be enrolled in Algebra II

Recommended: Chemistry

Course Description: Physics elaborates on concepts introduced in Physical Science. This is a one year course designed to study topics in both classic and modern physics. First semester is the study of kinematics, the motion and interaction of objects on a macroscopic scale. Second semester consists of the study of wave motion, light, sound, and electricity. Instruction includes lecture, applied algebra, and laboratory investigations, with a focus on relating the topics back to the real world. This course is designed to prepare student for a college level, algebra based, physics course.

W/DC • COLLEGE PHYSICS 210 HS4520W (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Algebra 2

Course Description: This course includes introductions to kinematic motion / mechanics, wave motion, sound, heat, and thermodynamics. Other topics may be included depending on the students' interest. This course should be especially useful to students who need an algebra based physics class to fulfill general education requirements as well as students who are interested in pursuing careers in the science and mathematics fields. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

• ANATOMY AND PHYSIOLOGY HS4240 (1 Unit, Grades 10-12, 2 Semesters)

C = Career Course

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W = Weighted Grade Course

Prerequisite: Biology

Course Description: This course is taught in a systems-based manner that covers the human anatomy. The systems covered are integumentary (skin), muscular, skeletal, nervous, digestive, respiratory, cardiovascular, reproductive, and urinary systems. Analysis of the system relationships occurs to develop a clear representation of how the human body functions. This course provides hands-on, applied experience such as eliciting patellar reflexes, measuring blood pressure, and feeling for pulse. This course is essential for anyone aspiring to work in the medical field. Instruction includes anatomical models, dissection, lecture, composition, and extensive identification.

W/DC • ANATOMY AND PHYSIOLOGY 118 HS4240W (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Biology

Course Description: This course is taught in a systems-based manner that covers the human anatomy. The systems covered are integumentary (skin), muscular, skeletal, nervous, digestive, respiratory, cardiovascular, reproductive, and urinary systems. Analysis of the system relationships occurs to develop a clear representation of how the human body functions. This course provides hands-on, applied experience such as eliciting patellar reflexes, measuring blood pressure, and feeling for pulse. This course is essential for anyone aspiring to work in the medical field. Instruction includes anatomical models, dissection, lecture, composition, and extensive identification.

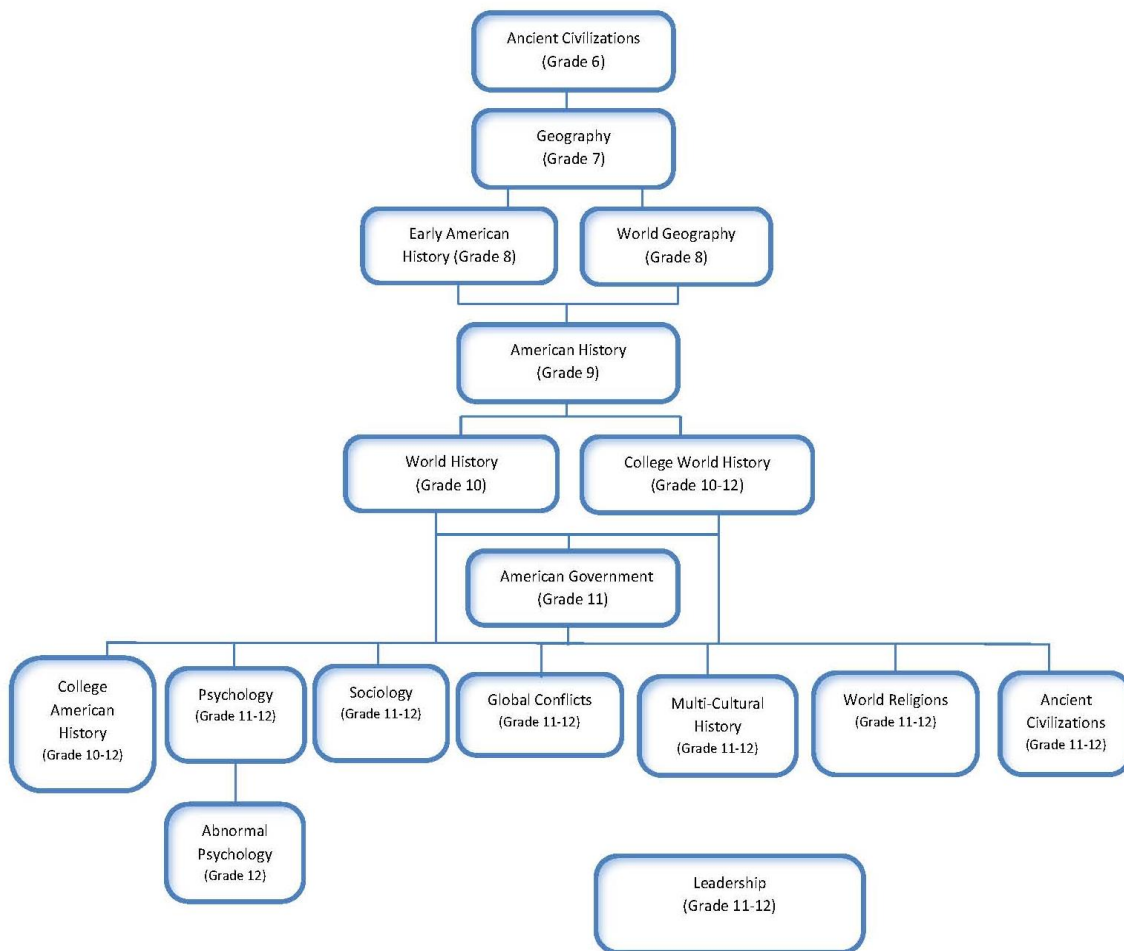
Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

W/DC • AP BIOLOGY HS4220W (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Biology and Chemistry I

Course Description: AP Biology provides students an opportunity to develop a deep understanding of Biology, with an emphasis on scientific practices such as experimental design and data collection. These practices establish lines of evidence and use them to develop and refine testable hypotheses and build explanations of natural phenomena. Any student considering a career in science or health profession should strongly consider this course. The rigor of this course is designed to prepare students for college science courses and to take the Advanced Placement Exam for Biology to potentially earn college credit. Class content includes: evolution, cellular structures and processes, genetics, and biotechnology, biochemistry and ecology.

SOCIAL STUDIES (Social Studies Credit)



MIDDLE SCHOOL

- 6th GRADE ANCIENT CIVILIZATIONS: (Grade 6, 2 Semesters)**
 Students will study early civilizations, from the beginning of man through the Middle Ages. Within each unit the students will study the history, geography, culture, government, and contributions of each civilization.
- 7th GRADE GEOGRAPHY: (Grade 7, 2 Semesters)**
 Students will explore patterns and relationships throughout the world using the five themes of geography and economic reasoning. Geographic and economic research tools will be used in order to make decisions and problem solve. Major areas of study include: government, economics, political and physical geography, and culture.
- 8th GRADE EARLY AMERICAN HISTORY: (Grade 8, 2 Semesters)**
 Students will examine the history of the United States from exploration through Reconstruction using social studies processing skills to develop social studies concepts. The major course strands include government, economics, geography, and culture as they relate to the study of United States history. Students will use primary and secondary sources, participate in democratic decision making, engage in problem solving, and apply effective use of technology
- WORLD GEOGRAPHY HS2015 (1/2 Unit, Grade 8, 1 Semester)**

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Prerequisite: students selected by application, grades, test scores, and teacher recommendation.

Course Description: This course is offered in Summer School only. Students will study human existence throughout the world (on a regional basis) as it has been influenced by physical geographic factors such as land formations, climate and vegetation. Human existence will also be studied in the ways it has been influenced by cultural dimensions such as world religious patterns, forms of political organization, economic systems, and native lifestyles. Map skills are extensively reviewed and applied throughout the semester.

HIGH SCHOOL

- **AMERICAN HISTORY HS2040** (1 Unit, Grade 9, 2 Semesters)

Course Description: During the first semester, students will study the growth and development of our modern American nation from the post-Civil War era to its emergence as a world power in the first half of the 20th century. The course will focus on the changing role of government and the feelings the people experienced during periods of economic boom and bust, expansion and war, political and social change. ~~The spring-second semester~~ will examine life during the depression, mass exodus to the suburbs, impulsive consumerism, changing conflicts and domestic scandals that mark this unique period. This semester includes a look at both the exciting and tragic events in contemporary America.

- **WORLD HISTORY HS2170** (1 Unit, Grade 10, 2 Semesters)

Course Description: ~~In the fall~~During the first semester, this course will examine the growth and development of the modern world from the Middle Ages through the reign of Napoleon Bonaparte. Second semester, this course will continue the study of the growth and development of the modern world from the mid-nineteenth century to the present. **The primary focus of this course will be on Western Civilization.**

- **AMERICAN GOVERNMENT HS2010** (1 Unit, Grade 11, 2 Semesters)

Course Description: This course focuses on the study of American politics and government at the local, state, and national levels along with a study of the U.S. and Missouri constitutions. **The passing of this course and the U.S. and Missouri constitutions tests are required by state law in order to meet graduation requirements.**

W/DC • COLLEGE AMERICAN HISTORY 1350/1351 HS2020W (1 Unit, Grades 10-12, 2 Sem)

Prerequisite: ~~Juniors and Seniors: A GPA of 3.0 is required for admission to the UCM Dual Credit program. If GPA falls between 2.5-2.99, student may be admitted with a teacher or administrator recommendation. Sophomores: A student with a 3.0 GPA may be admitted with a teacher recommendation.—~~Juniors and Seniors must have a 3.0 cumulative GPA or higher to enroll in this class. Juniors and Seniors with a cumulative GPA between 2.5 and 2.99 can enroll with a signed letter of recommendation from your principal or guidance counselor. Sophomores must have a cumulative GPA of 3.0 or high and a signed letter of recommendation from your principal and guidance counselor.

Course Description:

- American History 1350 is a survey course that covers early North American Civilization beginning with the Native Americans. The course content will focus on the discovery of North America, exploration, conquest, colonization, and the birth of the United States. The course will explore the unique combination of Europeans, Africans, and Native Americans as they chart the course for the beginnings of a new nation. This pathway leads the infant United States through the quest for self-government, founding of a Republic, economic, social, and racial conflict and finally Civil War and Reconstruction.
- American History 1351 covers multiple elements of American history and institutions from the Civil War to the present. The course examines economic, social, cultural, intellectual, and political developments that challenged America from the end of the Civil War to the current day. Included in the course is a study of both Federal and Missouri Constitutions.
- Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)
- Taking this class for college credit is optional but highly suggested

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- Advanced reading and writing skills, along with a willingness to devote considerable time to study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of primary sources and historiography.

W/DC • COLLEGE ~~EUROPEAN-WORLD~~ HISTORY 1402 HS2080W (1 Unit, Grades 10-12, 2 Sem)

Prerequisite: ~~World History HS2170/HS2175. Juniors and Seniors: A GPA of 3.0 is required for admission to the UCM Dual Credit program. If GPA falls between 2.5-2.99, student may be admitted with a teacher or administrator recommendation. Sophomores: A student with a 3.0 GPA may be admitted with a teacher recommendation. Juniors and Seniors must have a 3.0 cumulative GPA or higher to enroll in this class. Juniors and Seniors with a cumulative GPA between 2.5 and 2.99 can enroll with a signed letter of recommendation from your principal or guidance counselor. Sophomores must have a cumulative GPA of 3.0 or high and a signed letter of recommendation from your principal and guidance counselor.~~

Course Description: ~~College European History is a two-semester survey of Western civilization from the dawn of humanity to the modern era. World History 1402 focuses on the history of major world civilizations over the past two and a half centuries. We will examine the diversity of human experiences and the ways in which the past has shaped the world we now inhabit. We will proceed in a roughly chronological manner through four stages of history: The Age of Revolutions (1750-1850), Imperialism and World Wars (1850-1950), Decolonization and Nation-Building (1950-1991) and the Contemporary World (1991-present). At each turn we will explore important developments, ideas, and people across the world.~~

The guiding themes of this course will be the following:

1. The challenges and opportunities caused by the interconnectivity of the modern world in terms of economics, social, political, and cultural ties.
2. Competing models of state-building.
3. How various people have sought to define their identity in a rapidly changing world.

- ~~During the fall semester and surveys early western civilization from the dawn of humanity to the Renaissance (Ancient—1600). This course will look specifically at how transformation in technology coupled with drastic changes in thought and culture transformed the world from loosely organized tribes into complex and organized civilizations that spanned centuries.~~
- ~~College European History 1402 is taken during the spring semester and looks closely at the developments of modern civilization from the Age of Exploration to the modern era. Strong emphasis will be placed on the creation of a global market, the rise of modern nationalism and the ideological conflicts that dominated the 20th century.~~
- Successful completion of this two-semester course will complete your high school requirement for World History (if not already completed) or 1 unit of elective credit AND will yield 3 hours of college ~~credit-credit~~. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)
- Taking this class for college credit is optional but highly suggested. ~~(Tuition cost is determined by the University.)~~
- Advanced reading and writing skills, along with a willingness to devote considerable time to study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of primary sources and historiography.

• PSYCHOLOGY HS2410 (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: Psychology is the study of human behavior in response to the environment. The students should learn to recognize that many of the motives they attribute to others are really reflections of their own needs and values. To accomplish this, the students study the brain and neurons, addiction, theories of learning, sensation and perception, intelligence, and personality.

• SOCIOLOGY HS2310 (1/2 Unit, Grade 11-12, 1 Semester)

Course Description: Sociology provides students with the opportunity for open discussion and inquiry into modern

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society and its impact on the individual. Students delve into three topic areas: socialization (how individuals develop as they do); social institutions (the family religion, education, politics and economy); and stratification (our social class systems, prejudice and discrimination).

- **GLOBAL CONFLICTS HS2150** (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: This course will be offered each semester. This course is designed to study the nature, causes and results of conflict among peoples and nations of the world. Discussion of conflict resolution is a major unit of study with special emphasis placed on the comparison of violent and nonviolent approaches. Contemporary conflicts are studied to provide the students with a modern frame of reference.

- **MULTICULTURAL HISTORY OF THE 20TH CENTURY HS #####** (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: The course will focus on the activism of minority groups in the 20 century which culminated in the creation of a more equal America. Students will explore the realities faced by African-Americans, women, Asian-Americans, Native Americans, Latinos, and Jewish Americans and the actions each group took to improve conditions for themselves and for other Americans. This course does not fulfill the American History credit required for graduation.

- **WORLD RELIGIONS HS2140** (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: This course will be offered each semester. This course studies the human development of religion and explores attitudes and values toward the spiritual. The course investigates the historical growth, beliefs, rituals and customs, of the world's major religious movements—Hinduism, Buddhism, Judaism, Islam, and Christianity.

- **ANCIENT CIVILIZATIONS HS2180** (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: This course will trace the development of world civilizations from the origins of human culture in prehistoric times to the establishment of advanced civilizations in Mesopotamia and Ancient Egypt. This course will also examine the classical civilizations of Greece and Rome as well as the Ancient Maya.

- **ABNORMAL PSYCHOLOGY HS2510** (1/2 Unit, Grade 12, 1 Semester)

Prerequisite: Psychology

Course Description: This course will be a comprehensive look at the field of mental disorders. Causes of abnormality will be discussed from current research models. Personality disruptions, anxiety distress disorders and psychotic behaviors will be stressed. The symptoms, process and treatment of all disorders will be covered.

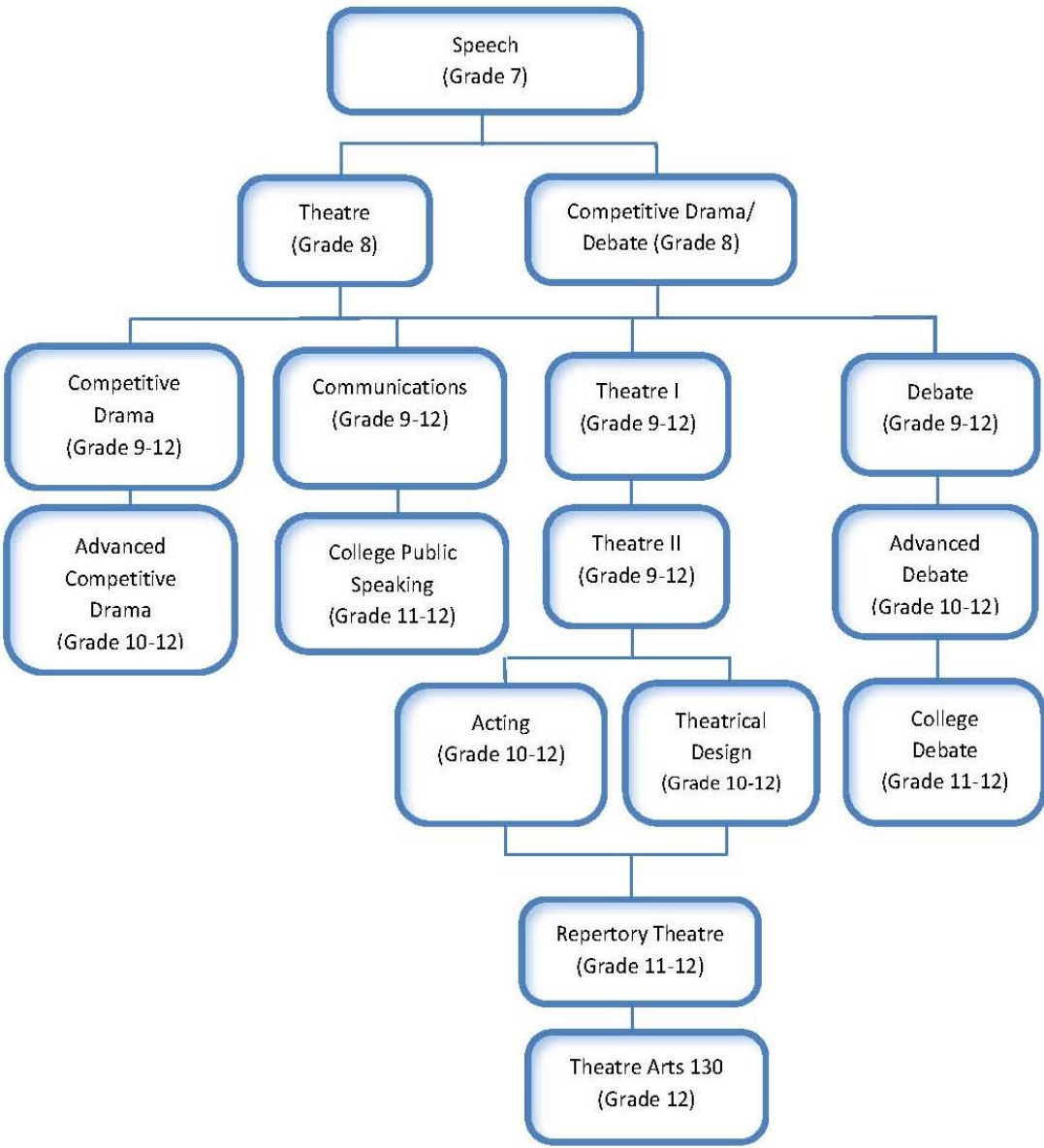
W/DC • LEADERSHIP (1 Unit, Grade 11-12, 2 Semesters)

Prerequisite: at least 3.0 GPA, a completed application and an interview

Course Description: This class is designed to develop leadership skills by emphasizing the following areas: leadership, character, integrity, citizenship, service, and scholarship. The goals of the class will be to make a difference in the school and the community, upholding and improving the atmosphere and facilities at the school, and giving students practical

experience in areas that will be necessary beyond high school. This class serves as leadership for Student Council, and will help lead all meetings, activities, and service projects involving Student Council. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

SPEECH/THEATRE (Communication Arts or Fine Art Credit)



ACTIVITY/CLUB FEE for Speech, ~~Theater~~Theatre, Debate, Instrumental Music, Vocal Music: \$~~25.00~~26.25 per year - not to exceed \$~~50.00~~52.50 per family per year.

MIDDLE SCHOOL

- **SPEECH** (Grade 7, 1 Semester) Speech is a required exploratory semester class

Course Description: This class provides students an opportunity to participate in speeches, storytelling, and debate presentations. In addition, students will study verbal and non-verbal communication and listening. Developing self-confidence will be incorporated in all activities.

C = Career Course
 DC = Eligible for college credit through one of many different means
 W = Weighted Grade Course

- **THEATRE** (Grade 8, 1 Semester)

Course Description: This course is designed to introduce students to the theatre history, reader's theatre, acting, and play production. Students will learn practical theatre applications through preparation and performance of reader's theatre, and acting scenes.

- ~~**DEBATE/COMPETITIVE DRAMA** (Grade 8, 1 Semester)~~

~~**Course Description:** This course is designed to teach students the fundamentals of debate styles, speech writing, and performing through oral interpretation of literature. Students learn to research a topic, organize materials, see two or more sides of a controversial question, and present their ideas in a forceful, logical, and persuasive manner. In addition, the course will stress the use of body and voice in a variety of exercises to improve performance techniques.~~

- **COMPETITIVE DRAMA/DEBATE** (Grade 8, 1 Semester)

Prerequisite:

- 8th grade students may elect to take this course if they completed the 7th grade Speech requirement with a "C" or above average.
- 7th grade students may elect to take this class to fulfill their Speech requirement if they meet one of the following criteria: Advanced on 6th grade MAP ELA test **OR** Enrolled in Enriched 7th grade ELA

Course Description: This course is a performance based class designed to teach students the fundamentals of debate styles, speech writing, and oral interpretation of literature. Students learn to research a topic, organize materials, see two or more sides of a controversial question, and present their ideas in a forceful, logical, and persuasive manner. In addition, the course will stress the use of body and voice in a variety of exercises to improve performance techniques. 8th grade students may elect to retake this course if they completed in their 7th grade year.

HIGH SCHOOL

- **COMPETITIVE DRAMA HS1380** (1 Unit, Grades 9-12, 2 Semesters)

Course Description: This course is designed to introduce students to the performing arts of literature interpretation. Activities stress use of body and voice to portray characters for performance. Emphasis will be placed on preparing and presenting different types of material. Opportunities are offered for students to use skills outside of the classroom. Students will be required to participate in a minimum of two contests per semester and help host the school's invitational tournament. Students desiring to later enroll in Advance Competitive Drama must have earned a passing grade in Competitive Drama and be recommended by instructor. This is a Fine Arts credit. Students may take Competitive Drama to fulfill the Speech requirement. If a student is counting this course towards the Fine Arts credit requirement, then it may not be counted as a Speech credit.

- **COMMUNICATIONS HS1330** (1/2 Unit, Grades 9-12, 1 Semester)

Course Description: The content of this course is designed to include an understanding of verbal and nonverbal communication in relation to self and others. Activities will include: speaking/listening assignments, working in problem-solving groups, developing an understanding of group dynamics and discussion skills, individual speeches, practical skills used in a successful interview and the practice of good delivery techniques (vocal variety, eye contact, facial expression, gestures etc.). Students may take Communications to fulfill the Speech requirement.

- **THEATRE I HS1400**(1/2 Unit, Grades 9-12, 1 Semester)

Course Description: This course is devoted to developing the student's appreciation and understanding of drama. The

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student develops inner resources, learns self-expression, discipline, and control through various activities. Acting skills are emphasized by using body movement, voice, improvisation, and characterization. The student is exposed to all aspects of theatre, discovering how each element contributes to a finished performance by performing short scenes. Students desiring to enroll in Theatre II must have earned a passing grade in Theatre I and instructor recommendation. Students may take Theatre I to fulfill the Speech requirement. If a student is counting this course towards the Fine Arts credit requirement, then it may not be counted as a Speech credit.

- **DEBATE HS1360** (1 Unit, Grades 9-12, 2 Semesters)

Course Description: This course is designed to teach students the fundamentals of team and Lincoln/Douglas debate. Students will learn to do in-depth research on the debate topics; organize materials; see two or more sides of a controversial question; and present their ideas in a forceful, logical, and persuasive manner. Opportunities are offered for students to use their newly found skills outside the classroom. Students will be required to participate in a minimum of two contests per semester and help host the school's invitational tournament. Students desiring to later enroll in Advanced Debate must have earned at least a "C" in Debate and be recommended by instructor. Students may take Debate to fulfill the Speech requirement. Debate may not be used to fulfill the Fine Arts requirement.

- **ADVANCED COMPETITIVE DRAMA HS1390** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Passing grades in Competitive Drama and Instructor Recommendation

Course Description: Advanced Competitive Drama is designed on a personalized instruction basis with the student refining and demonstrating the techniques of individual events. A student may enroll in Advanced Competitive Drama more than one year and may accumulate 3 units of credit. Contest will serve as an outlet for student skills. Students will be required to participate in a minimum of three contests per semester and help host the school's invitational tournament. Selection for the course will be by credit earned in Competitive Drama and by recommendation of instructor. This is a Fine Arts credit.

- **ADVANCED DEBATE* HS1370** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Passed Debate with at least a "C" and Instructor Recommendation

Course Description: Advanced Debate is designed on a personalized instruction basis with the student refining and demonstrating the techniques of debate. A student may enroll in Advanced Debate more than one year and may accumulate 3 units of credit. Contest will serve as an outlet for student skills. Students will be required to participate in a minimum of three contests per semester and help host the school's invitational tournament. Selection for the course will be by credit earned in Debate and by recommendation of instructor. *May be used as .5 Elective English Language Arts credit. Advanced Debate may be used to fulfill either the Speech requirement or an ELA requirement, but may not be used to fulfill the Fine Arts requirement.

W/DC • ADVANCED DEBATE 212 HS1380 COLLEGE DEBATE HS1380W (1 Unit, Grades ~~10~~11-12, 2 Semesters)

Prerequisite: Advanced Debate and Instructor Recommendation

Course Description: This course provides college credit (3 hours) through the University of Central Missouri, Kansas City. Students in Advanced Debate 212 College Debate will refine and demonstrate the techniques of debate skills.

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Students may take the course for college credit only one time. Students must enroll in Advanced Debate class. Students will be required to participate in a minimum of four contests per year. Selection for the course will be by recommendation of instructor. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

W/DC • COLLEGE PUBLIC SPEAKING HS1340W (1 Unit, Grades 11-12, 1 Semester)

Prerequisite: Communications, Debate, or Competitive Drama, and instructor recommendation

Course Description: This course provides college credit (3 hours) through the University of Central Missouri. Students in College Public Speaking will refine and demonstrate the techniques of presenting a variety of different speeches. Students may take the course for college credit only one time. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

- **THEATRE II HS1410** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Passed Theatre I and Instructor Recommendation

Course Description: The course is designed to enhance the students' knowledge of basic principles learned in Theatre I. Students will use stagecraft skills to build and design sets for theatrical productions, incorporate advanced stage movements, use advanced characterization in variety of acting scenes and monologues, and learn history of theatre in other cultures.

- **ACTING HS1445** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Pass Theatre II and Instructor Recommendation

Course Description: The course is designed to enrich the advanced theatre student's background in acting and directing. The class will enable the advanced student to develop materials for an audition. Projects focus on characterization, directing, playwriting, and playwrights' contribution to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills. Students will perform a variety of drama, comedy, tragedy, classical and original works.

- **THEATRICAL DESIGN HS1455** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Pass Theatre II and Geometry (or be currently enrolled in Geometry) and/or Instructor Recommendation

Course Description: This course focuses on production design and non-acting elements of theatre. Students will acquire and utilize advanced design elements and practice technical theatre tasks. Practical skills will be used to design and build a set, create props, program the lighting and sound board, sew costumes, publish press releases, sell tickets, draft programs, and execute hair/makeup for Raytown Productions.

- **REPERTORY THEATRE HS1450** (1 Unit, Grades 11-12, 2 Semesters. Course may be repeated.)

Prerequisite: Pass Acting or Theatrical Design and/or Instructor Recommendation

Course Description: The course is designed to build upon past theatre experiences and prepare students for college and professional work. Students will be introduced to techniques of children's theatre and special creative dramatic activities. Students will be given an opportunity to participate in the presentation of repertory productions before an audience. Technical production knowledge will be developed through special projects. A student may enroll in the course more than one year and may accumulate 2 units of credit, completing advanced work the second year. This course student led theatrical productions to produce for public audience. Advanced students who are a junior or senior and participate in the co-curricular program may skip the prerequisites with Instructor approval.

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

W/DC • THEATRE ARTS 130 HS1440W (1 Unit, Grade 12, 2 Semesters)

Prerequisite: Repertory Theatre and Instructor Recommendation

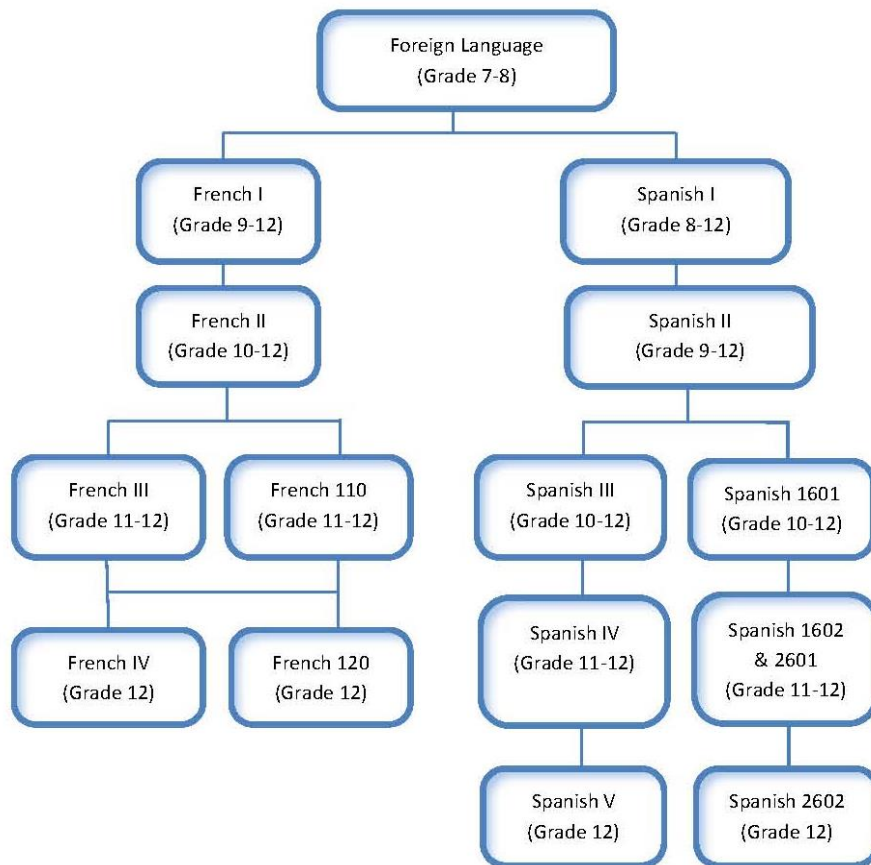
Course Description: This course provides college credit (3 hours) through the University of Missouri, Kansas City. Theatre Arts 130 students will be offered an opportunity to refine acting skills, develop special production projects, participate in a creative dramatics workshop and prepare audition materials. Special emphasis will be placed on developing critique techniques. Students will be expected to critique a high school performance, college and professional productions. Theatre history will be reviewed. Students will be given an opportunity to participate in the presentation of repertory productions before an audience. Students selected for course by recommendation of instructor. Students may be integrated into Repertory Theatre. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

FOREIGN LANGUAGE

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course



MIDDLE SCHOOL

- **FOREIGN LANGUAGE** (Grades 7-8, 1 Semester)

Course Description: This course explores the French and Spanish languages and cultures through student-centered activities. The students explore basic vocabulary, such as numbers, colors, alphabet, polite phrases, family members, sports, and other essential vocabulary and phrases. Students practice easy conversational phrases to learn basic communication skills. **This course is a prerequisite for full-year Spanish in the 8th grade year.**

- **SPANISH I HS9610** (1 Unit, Grades 8-12, 2 Semesters)

Prerequisite: Students selected by application, grades, test scores, and teacher recommendation.

Course Description: This course is designed for the student who has had little or no background in Spanish. The student will communicate in Spanish using basic vocabulary and grammatical structures. Students will do a variety of activities to develop writing, reading comprehension, speaking, and listening skills in Spanish and to establish an understanding of Hispanic culture.

HIGH SCHOOL

- **FRENCH I HS9510** (1 Unit, Grades 9-12, 2 Semesters)

Course Description: This course is designed for the student with little or no background in French. The student will learn listening techniques for comprehension of basic phrases and dialogues and will communicate employing basic vocabulary and grammatical patterns. Students will read cultural selections and authentic language excerpts. Students will write on topics related to unit objectives such as food and cultural patterns. Recordings by native speakers, cultural realia, games, pop songs and video, will enhance comprehension skills and initiate students' further language production. Students will participate in applied activities such as self-portraits, student interviews, map and Internet research.

- **FRENCH II HS9520** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: French I, students must pass both semesters of French I to advance to French II

Course Description: After a review of French I material, the student continues to expand the ability to communicate in French. Students will produce conversations employing new vocabulary and sentence patterns. To improve their comprehension skills and to increase vocabulary, students will read authentic materials and selections about cultural traditions and the contemporary life of French-speaking people. Students will write on topics initiated by thematic readings. Applied activities will include discussion of near-future plans and past activities; skits and projects such as family trees; and research on French regions. Students will engage in simulated tasks (such as role plays in open-air markets) drawn from cultural patterns in francophone communities.

- **FRENCH III HS9530** (1 Unit, Grades 11-12, 2 Semesters)

W/DC • FRENCH 110 HS9550W (1 Unit, Grades 12, 2 Semesters)

Prerequisite: French II

Course Description: Conversation, language structure, culture, customs, and selected readings will be part of this course. Reading material about cultural traditions and the contemporary life of French-speaking people improves comprehension and provides subjects for writing activities. The student will continue to expand communication skills in French. Native speaker recordings and authentic texts in French will serve to hone student skills. Applied activities will include a study of French history, student selected research topics using French information found on the Internet, participation in role plays simulating real life situations, and creative projects such as, designing their dream bedroom. After successful completion of this course, students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

- **FRENCH IV HS9540**

W/DC • FRENCH 120 HS9550W (1 Unit, Grades 12, 2 Semesters)

Prerequisite: French III

Course Description: The student will refine listening comprehension, reading, speaking and writing skills learned in the three previous levels of French. Students will apply pronunciation and structural principles in conversations with classmates and in oral presentations. Students will master sophisticated grammatical structures including future, past conditional and subjunctive tenses. Students will read and comprehend selections of authentic material and francophone literature. Students will create original compositions using newly acquired vocabulary and structures. Applied activities will include research on culture from francophone countries, interviewing classmates, presentations to classmates on various topics such as health, foods, and education and writing on topics thematically related to unit themes. After successful completion of this course, students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

- **SPANISH I HS9610** (1 Unit, Grades 8-12, 2 Semesters)

Course Description: This course is designed for the student who has had little or no background in Spanish. The student will communicate in Spanish using basic vocabulary and grammatical structures. Students will do a variety of activities to develop writing, reading comprehension, speaking, and listening skills in Spanish and to establish an understanding of Hispanic culture.

- **SPANISH II HS9620** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Student must pass both semesters of Spanish I.

C = Career Course

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W = Weighted Grade Course

Course Description: After a brief review of Spanish I material, the Spanish II student will be able to communicate in Spanish orally and in written activities by using new vocabulary and sentence patterns as well as the material learned in Spanish I. Students will read and discuss cultural traditions and contemporary life of Spanish-speaking people. They will demonstrate comprehension by participation in class discussion and do applied activities such as write paragraphs and speak in a variety of tenses.

• **SPANISH III HS9630** (1 Unit, Grades 10-12, 2 Semesters)

W/DC • SPANISH ~~110-1601~~ HS9630W (~~1 Unit, Grades 10-12, 2 Semesters~~3 credit hours)

Prerequisite: Spanish II

Course Description: Students will study grammar structures and apply them in conversation and writing activities. Students will read material about cultural traditions and the contemporary life of Spanish-speaking people to provide them subjects for speaking and writing activities. Students will read a variety of short fictional and non-fictional texts. Students will do activities such as retell a story, relate childhood events and write short paragraphs. After successful completion of this course, students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

• **SPANISH IV HS9640** (1 Unit, Grades 11-12, 2 Semesters)

W/DC • SPANISH ~~120-1602 & 2601~~ HS9640W (~~1 Unit, Grades 11-12, 2 Semesters~~6 credit hours, 3 hours each semester)

Prerequisite: Spanish III

Course Description: Students will read selected readings and study new grammar structures. The class will discuss and analyze the topic, cultural content, and literary style of the readings in Spanish. Students will express opinions and debate in Spanish. The class will use discussion as a means of applying the studied grammar structures and improving aural comprehension. Students will also write compositions in Spanish. After successful completion of this course students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

• **SPANISH V HS9670** (1 Unit, Grade 12, 2 Semesters)

W/DC • SPANISH ~~211-2602~~ HS9670W (~~1 Unit, Grade 12, 2 Semesters~~3 credit hours)

Prerequisite: Spanish IV

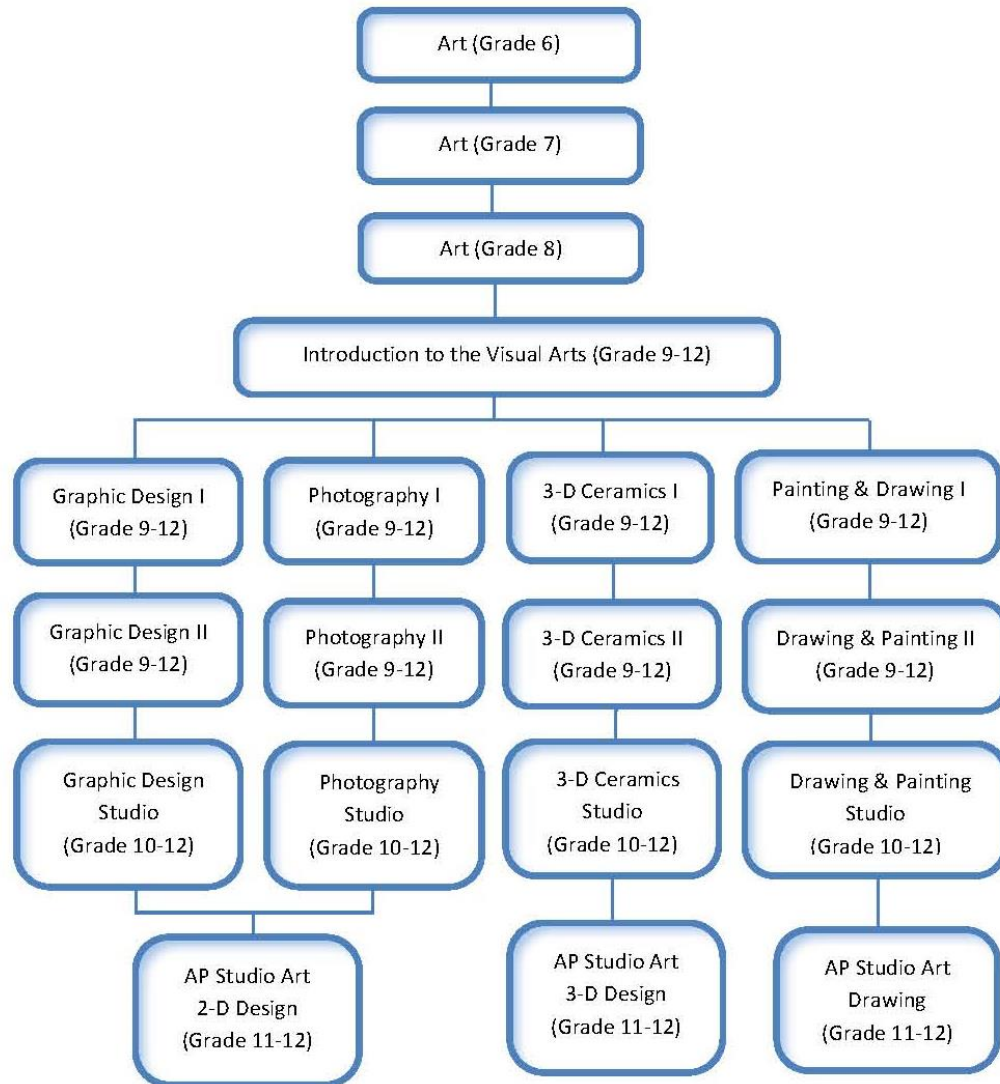
Course Description: Students will read selected readings and authentic texts and study new grammar structures and reemphasize previously learned concepts. The class will discuss and analyze the topic, cultural content, and literacy style of the readings in Spanish. Students will express opinions, debate, and write compositions in Spanish. The class will use discussion and speeches as means of applying the studied grammar structures and improving aural comprehension on various grammar concepts including but not limited to: por vs. para, preterite vs. imperfect, future, conditional, probability with future, and pluscaumperfecto. After successful completion of this course students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

VISUAL ARTS (Fine Arts Credit)

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course



MIDDLE SCHOOL

- **ART** (Grade 6, 9 weeks)

Course Description: In this class students will explore art production, art criticism, and art history. Student will review and use the art elements and principles in their work. Students will produce artwork in 2-dimensional forms including drawing, painting, and printmaking. Students will also create 3-dimensional work using varied media. Students will use the art criticism process to describe, analyze, and interpret the subjects, themes, compositions of artwork by others. Students will speak about their own work and the work of others using art vocabulary. Students will understand the value of the visual arts as an ongoing record of the human experience across all time and cultures.

- **ART** (Grade 7, 1 Semester)

Course Description: In this class students will explore art production, art criticism, art history, and aesthetics. Student will review and use the art elements and principles in their work. Students will produce artwork in 2-dimensional forms including drawing, painting, and printmaking. Students will also create 3-dimensional work using varied media. Students will use the art criticism process to describe, analyze, interpret, and judge the subjects, themes, compositions of artwork by others. Students will speak about their own work and the work of others using art vocabulary. Students will understand the value of the visual arts as an ongoing record of the human experience across all time and cultures.

- **ART** (Grade 8, 1 Semester)

Course Description: In this class students deepen their understanding of art production, art criticism, art history, and

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

aesthetics. Student will review and use the art elements and principles in their work to communicate ideas then be able to give reasons for their artistic choices. Students will produce artwork in 2-dimensional forms including drawing, painting, and printmaking. Students will also create 3-dimensional work using varied media. Students will use the art criticism process to describe, analyze, interpret, and judge the subjects, themes, compositions, and the meaning of their own work and the work of others using art vocabulary. Students will understand the value of the visual arts as an ongoing record of the human experience across all time and cultures.

HIGH SCHOOL

- **INTRODUCTION TO THE VISUAL ARTS HS5010** (1/2 Unit, Grades 9-12, 1 Semester)

Course Description: Students must supply a sketchbook, binder, pencils, and/or art supplies as required by the teacher. This is the beginning course for the visual arts program in the senior high school. Students will work with a variety of two-dimensional and three-dimensional art media. Assignments will include two-dimensional projects in drawing, painting and design and in various three-dimensional materials. Although the course is primarily project oriented, the students will also get a chance to discover the artwork of famous artists and see how they fit into art history. Students will also learn the skills necessary to critically analyze and evaluate works of art during critique sessions. This class is a prerequisite for all other visual arts courses.

- **GRAPHIC DESIGN I HS5020** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Introduction to Visual Arts

Course Description: This is the beginning course in Graphic Arts. Using the elements of art and the principles of design learned in the Visual Arts course, the student would apply these concepts to graphic design assignments. The student will work on a variety of creative design projects, such as, logo design, brochures, restaurant menus, stationary, magazine cover designs, character design and more. These projects will provide the vehicle for learning about lettering and fonts, layout skills, and basic visual design. This creative course includes “hands-on” computer lessons using Adobe Photoshop and Adobe Illustrator software.

- **3-D CERAMICS I HS5040** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Introduction to Visual Arts

Course Description: Students may be required to supply a sketchbook, binder and/or other art supplies. This is the beginning course in three-dimensional arts. Students will work primarily in the media of ceramic clay pottery, although other three-dimensional projects of mixed media may be included. Basic ceramic topics covered include hand building, wheel throwing methods, glazing and art history.

- **PHOTOGRAPHY I HS5080** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Introduction to Visual Arts

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. This is the beginning course in black and white film photography and digital photography. Students will learn camera and darkroom techniques through classroom instruction and a variety of lab projects. By the completion of the course, students will be able to correctly expose film using a 35mm manual (adjustable) camera, develop their own film and make prints from their negatives. Students will be able to manipulate digital photographs using basic software and editing tools. Students will also study the history of photography and career opportunities in the field of photography. Students will be encouraged to evaluate their own work both in terms of artistic and technical qualities.

- **DRAWING AND PAINTING I HS5030** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Introduction to Visual Arts

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. Students will explore a variety of drawing, painting and/or printmaking media and techniques. Pencil, charcoal, marker, tempera paint, and watercolor paint are a few of the media used in this course. Career opportunities will be explored. Students will have the opportunity to develop their critique skills by analyzing their work and the work of others. Styles of art and particular artists will be studied to increase the students understanding of art throughout the ages

- **GRAPHIC DESIGN II HS5120** (1/2 Unit, Grades 9-12, 1 Sem.)

Prerequisite: Graphic Design I and pass Graphic Design I with a “C” or higher

Course Description: Students must supply a, flash drive, and/or art supplies as required by the teacher. This course is a continuation of Graphic Arts I. The student will refine skills in advertising art, layout design character design and create a portfolio of their work. The course will be primarily computer based. Advanced lessons in Adobe Photoshop, Adobe Illustrator and other graphic software will be presented. Students completing this course are encouraged to consider the Advertising and Display Art program at the Herndon Career Center.

- **3-D CERAMICS II HS5140** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: 3-D Ceramics I

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. This course is a continuation 3-D Ceramics I. In this course the student will further develop skills of forming, glazing and firing ceramics as well as knowledge of ceramics in art history. Forming processes will be explored through hand building techniques, use of the potter’s wheel and sculpture. Critique periods will be held throughout the semester.

- **PHOTOGRAPHY II HS5180** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Photography I and pass Photography I with a “C” or higher

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. This course is a continuation of Photography I. With the basic understanding of the 35 mm film and digital camera developed in Photo I, the student will concentrate on learning what makes a good photographic image. Different camera techniques, such as the use of deep and shallow depth-of-field, unique point of view, panning, and framing will be demonstrated and practiced. Also, new lab techniques, such a dodging and burning, the use of contrast filters and other image manipulation techniques will be introduced through various lab and digital assignments. Students will develop their skills in evaluating their own work and the work of others through regular classroom critiques.

- **DRAWING AND PAINTING II HS5130** (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Drawing and Painting I

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. Building on the foundation established in Drawing and Painting I, this course will further develop the students’ ability to produce quality two-dimensional artwork. New materials such as Acrylic paint on canvas will be explored. Students will be encouraged to make choices and solve problems related to their own artistic creations. A more in-depth look at artistic styles through specific projects will further develop the students understanding of art history. Students will participate in critique periods, designed to further enhance their appreciation, understanding, and judgment of artwork.

- ~~**ART STUDIO**~~ / **GRAPHIC DESIGN STUDIO HS5220** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Graphic Design II and teacher approved application

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Course Description: Students must supply a sketchbook, flash drive, binder and/or art supplies as required by the teacher. This course is intended to further develop the students' interests and abilities in graphic design. The emphasis will be on providing extended opportunities for students who are interested in pursuing this field after graduation. Advanced techniques and processes will be emphasized. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor.

- ~~ART STUDIO /~~ **3-D CERAMICS STUDIO HS5240** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: 3-D ~~Pottery~~ Ceramics II and teacher approved application

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. This course is intended to further develop the students' interests and abilities in ceramics. The emphasis will be on the creation of quality 3-D sculptures. Students are encouraged to work independently, solving artistic and technical problems and developing their skills and interests. Advanced techniques and processes will be emphasized. Students will be exposed to artists and art movements to deepen their appreciation of art. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor.

- ~~ART STUDIO /~~ **PHOTOGRAPHY STUDIO HS5280** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Photography II and teacher approved application

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. This course is intended to further develop the students' interests and abilities in photography. The emphasis will be on the creation of quality photographic images. Students are encouraged to work independently, solving artistic and technical problems and developing their skills and interests. Advanced darkroom techniques and processes will not be emphasized, but optional for students who desire this path. Students will select photographers and photographic techniques for research to deepen their appreciation of the craft. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor.

- ~~ART STUDIO /~~ **DRAWING AND PAINTING STUDIO HS5230** (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Drawing and Painting II and teacher approved application

Course Description: Students must supply a sketchbook, binder and/or art supplies as required by the teacher. This course is intended to further develop the students' interests and abilities in drawing and painting. The emphasis will be on the creation of quality visual images. Students are encouraged to work independently, solving artistic and technical problems and developing their skills and interests. Advanced techniques and processes will be emphasized. Students will select artists and art movements for research to deepen their appreciation of the art form. A portfolio of the students' work will be assembled. Critique periods will be held with the instructor.

W/DC • AP STUDIO ART

Prerequisite: ½ unit credit in 3-D Ceramics II, Drawing and Painting II, Photography II, or Graphic Design II and teacher approved application

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

AP Studio Art is for highly motivated students who are seriously interested in the study of art. It is recommended that students have previous training in art. AP Studio Art provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both, on the basis of successful AP Exam scores. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation in May. The AP Studio Art Program consists of three portfolios: 2-D Design, 3-D Design and Drawing — corresponding to common college foundation courses. Students may concentrate on one or more areas.

The instructional goals of the AP Studio Art program are to encourage creative and systematic investigation of formal and conceptual issues, emphasize making art as an ongoing process involving critical decision making, help students develop technical skills and familiarize them with the functions of the visual elements, and to encourage students to become independent thinkers who will contribute inventively and critically to their culture through art making.

The AP Studio Art program demands significant commitment in terms of time and effort. Students will need to work in and outside the classroom, beyond scheduled periods. Homework, such as maintaining a sketchbook or a journal, will be a necessary component of instruction. Students are strongly encouraged to use museums and galleries, actual and virtual, as extensions of classroom studio time. AP Exams Fees: A \$94.00 AP Portfolio Exam Fee is required to submit the portfolio for scoring in the spring. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

W/DC • 2-D DESIGN HS5370W (1 Unit, Grades 11-12, 2 Semesters)

Course Description: Students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted. There is no preferred (or unacceptable) style or content.

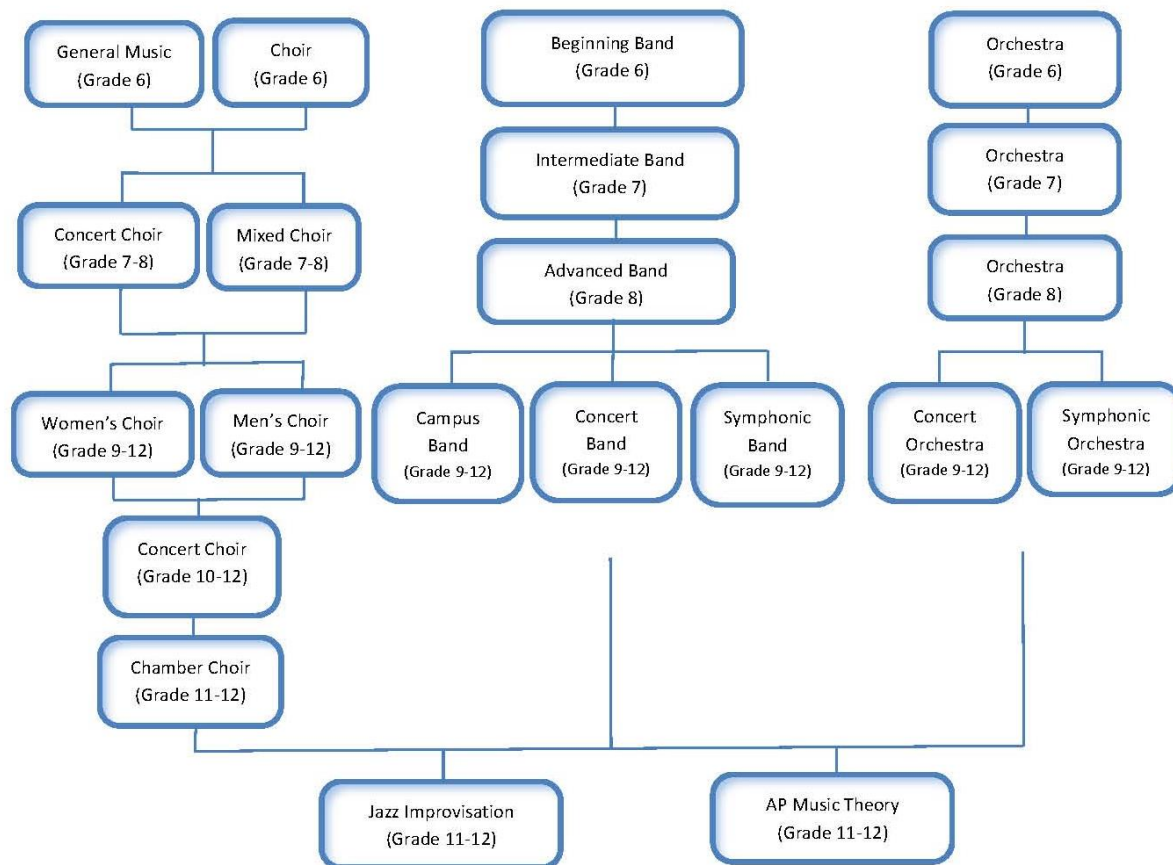
W/DC • 3-D DESIGN HS5350W (1 Unit, Grades 11-12, 2 Semesters)

Course Description: Students are asked to demonstrate understanding of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, performance, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content.

W/DC • DRAWING HS5360W (1 Unit, Grades 11-12, 2 Semesters)

Course Description: Students may address drawing issues through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously. There is no preferred (or unacceptable) style or content.

MUSIC (Fine Arts Credit)



ACTIVITY/CLUB FEE for Speech, ~~Theater~~Theatre, Debate, Instrumental Music, Vocal Music: \$25.00~~26.25~~ per year - not to exceed \$50.00~~52.50~~ per family per year.

MIDDLE SCHOOL

- **GENERAL MUSIC** (Grade 6, 9 Weeks)

Course Description: Grade 6 General Music will foster appreciation of music. The purpose of the course is to build upon what students have learned in the elementary school by exploring music history, music theory, basic singing skills, music literacy, and world music. Students will be expected to actively participate in class by listening to, creating, and performing music.

- **CHOIR 6-** (Grade 6, 1 Semester)

Course Description: 6th grade choir will ~~refine musical taste and~~ give students the experience of making music in a beginning choir. Basic music theory and notation and the elements of music will be studied, and students will sing unison, 2-part, and 3-part literature. This class is a choral ensemble. Emphasis is placed on vocal techniques and singing many different styles of music. Participating in performances is required.

- **MIXED CHOIR** (Grade 7-8, ~~2-1 Semesters~~Semester)

Course Description: This choir will serve as an intermediate choir for 7th and 8th grade students. Focus is placed on music literacy and concert preparation, and techniques will be developed that are specific to the adolescent changing voice. The class will also cover music fundamentals, music history, and popular music. The ~~choir~~ Mixed Choir will give

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W = Weighted Grade Course

~~a public performances throughout the year, at the end of the semester,~~ as well as possible festivals. Students will be required to attend events designed by the director. ~~Students will also have the opportunity to participate in solo/small ensemble contest in the spring.~~ This class may be repeated.

- **CONCERT CHOIR (Grade 7-8, 2 Semesters)**

Prerequisite: Approval by director

Course Description: This choir will serve as an advanced choir for 7th and 8th grade students. Focus is placed on music literacy and concert preparation, and techniques will be developed that are specific to the adolescent changing voice. The choir will give public performances throughout the year, as well as festivals. Students will be required to attend events designed by the director. Students will also have the opportunity to participate in solo/small ensemble contest in the spring. This class may be repeated.

- **BEGINNING BAND (Grade 6, 2 Semesters)**

Course Description: This is a beginning instructional course for traditional band instruments. Students are expected to provide their own instrument. Students will pay a usage fee of \$~~25-26.25~~ per year to use a school-owned instrument, if available.

- **INTERMEDIATE BAND (Grade 7, 2 Semesters)**

Course Description: This is an intermediate level band class and requires 1 year of prior music training. Students are expected to provide their own instrument. Students will pay a usage fee of \$~~25-26.25~~ per year to use a school-owned instrument, if available.

- **ADVANCED BAND (Grade 8, 2 Semesters)**

Course Description: This is an advanced level band class and requires 1-2 years of prior music training and/or music director's approval. Students are expected to provide their own instrument. Students will pay a usage fee of \$~~25-26.25~~ per year to use a school-owned instrument, if available.

- **ORCHESTRA (Grade 6, 2 Semesters)**

Course Description: Grade 6 Orchestra is a continuation of the string instrument classes in elementary school for students who have one year of string playing experience. Students will continue to learn basic techniques necessary for successful advancement. Students will pay a usage fee of \$~~25-26.25~~ per year to use a school-owned instrument.

- **ORCHESTRA (Grade 7, 2 Semesters)**

Course Description: Grade 7 Orchestra will continue to study basic string techniques which will emphasize improved bowing, fingering, tone control, vibrato, and dynamics. General musicianship is stressed through the study of appropriate orchestra literature. Students will pay a usage fee of \$~~25-26.25~~ per year to use a school-owned instrument.

- **ORCHESTRA (Grade 8, 2 Semesters)**

Course Description: The practice of proper techniques of bowing, fingering, tone quality, vibrato, dynamics, balance and general musicianship will be emphasized through the study of appropriate orchestra literature. Students will pay a usage fee of \$~~25-26.25~~ per year to use a school-owned instrument.

HIGH SCHOOL

- **WOMEN’S CHOIR HS5540** (1 Unit, Grades 9-12, 2 Semesters)

Course Description: Women’s Choir is a ~~choral non-auditioned entry level~~ ensemble for ~~female-treble voices singers at the high school level.~~ Students choosing to take this class should have a strong desire to sing. Emphasis is placed on the study and performance of soprano/alto choir literature, as well as vocal techniques specific to the ~~female-treble~~ voice. Attendance of every member is required at all after school rehearsals and performances. This choir participates in MSHSAA events throughout the year.

- **MEN’S CHOIR HS5550** (1 Unit, Grades 9-12, 2 Semesters)

Course Description: Men’s Choir is a ~~non-auditioned entry level~~ choral ensemble for ~~male-tenor/bass voices singers at the high school level.~~ Students choosing to take this class should have a strong desire to sing. Emphasis is placed on the study and performance of tenor/bass choir literature, as well as vocal techniques specific to the ~~male-tenor/bass~~ voice. Attendance of every member is required at all after school rehearsals and performances. This choir participates in MSHSAA events throughout the year.

- **CONCERT CHOIR HS5660** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Men’s Choir/Women’s Choir is recommended; ~~all students must~~ students are selected by audition.

Course Description: Concert Choir is a select group of singers chosen solely by audition. The Concert Choir sings repertoire representing all periods of music history and all musical style. Attendance at all after school rehearsals and performances is required of each member. This choir participates in MSHSAA events throughout the year.

- **CAMERATA (RHS) / CARDINAL CHORALE (RSHS) CHAMBER CHOIR HS5660**
(1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Past Enrollment in Women’s Choir/Men’s Choir/Concert Choir is recommended, ~~all~~ students are selected by audition. ~~must audition~~

Course Description: These Chamber Choirs are highly select groups of singers chosen solely by audition. Emphasis is placed on the study of advanced level repertoire representing all periods of music history and musical styles. Emphasis will be placed on the study and performance of advanced choral literature and music literacy. Attendance at all after school rehearsals and performances is required of each member. This choir participates in MSHSAA events throughout the year.

- **CAMPUS BAND HS5710** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: approval by director

Course Description: Campus Band is a non-competitive band course designed for students who have attained a high degree of proficiency on a musical instrument. The course includes the study, preparation and performance of music literature selected from all periods of music history. The course will continue to stress the improvement of instrumental technique and performance practices. Attendance at all performances is required. Campus Band students do not participate in the marching band. Students will pay a usage fee of \$26.25 per year to use a school-owned instrument.

- **CONCERT BAND HS5700** (1 Unit, Grades 9-12, 2 Semesters)

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Prerequisite: Audition by director

Course Description: Concert Band is an auditioned ensemble course designed ~~primarily~~ for students who have attained a high degree of proficiency on a musical instrument. The course includes the study, preparation and performance of music literature selected from all periods of music history. The course will continue to stress the improvement ~~of tone quality, breath control, phrasing,~~ instrumental technique and performance practices. Attendance at all performances and participation in the marching band is required. Students will pay a usage fee of ~~\$25-26.25~~ per year to use a school-owned instrument.

- **SYMPHONIC BAND HS5810** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Audition by director

Course Description: Symphonic Band is highly select instrumental ensemble chosen solely by audition for students who have attained a high degree of proficiency on a musical instrument. The course includes the study, preparation and performance of music literature selected from all periods of music history. This course will continue to stress the improvement of instrumental technique and performance practices. Attendance at all performances and participation in the marching band is required. Students will pay a usage fee of ~~\$25-26.25~~ per year to use a school-owned instrument.

- **CONCERT ORCHESTRA HS5820** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Participation in the middle school string program and recommendation/audition by the orchestra director

Course Description: Concert Orchestra is a course designed for string players who have attained an average degree of playing proficiency on a string instrument and need further instruction before enrolling in Symphony Orchestra. Concert Orchestra will continue to emphasize the fundamental techniques of tone quality, intonation, hand and playing positions as well as other basic techniques. Attendance at all performances of the Concert Orchestra is required. Private lessons on a string instrument are encouraged. Students will pay a usage fee of ~~\$25-26.25~~ per year to use a school-owned instrument.

- **SYMPHONIC ORCHESTRA HS5940** (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Participation in the middle school string program and recommendation/audition by the orchestra director

Course Description: Symphony Orchestra is a class for students who have attained a high degree of proficiency on a string instrument. The Symphony Orchestra class will include the preparation of advanced high school string literature and the further development of musical taste and knowledge of our musical and cultural heritage. Attendance at all Symphony Orchestra performances is required. Private lessons on the instrument are encouraged. Students will pay a usage fee of ~~\$25-26.25~~ per year to use a school-owned instrument.

- **JAZZ IMPROVISATION HS5960** (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Audition by director prior to enrollment

Course Description: This class will introduce and develop skills needed to perform Jazz nomenclature. A student must have a high school level of proficiency as an instrumentalist or vocalist. This includes vocal, wind, string, and percussion instruments. Styles studied will include blues, bebop, and swing. There will be an emphasis on listening, form and analysis, and theory and ear training. There is no emphasis on competition or chair placement. Each student will develop at his/her own pace or rate. Students will be expected to play/sing (depending on their instrument of ability) a diagnostic audition for the director prior to registering for the course. Each student is recommended to also enroll in an existing performing ensemble in the music department. Students will pay a usage fee of ~~\$25-26.25~~ per year to use a school-owned instrument.

W/DC • AP MUSIC THEORY HS5980W (1 Unit, Grades 11-12, 2 Semesters)

C = Career Course

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W = Weighted Grade Course

Prerequisite: Passing (C+ or above) participation in high school level performance ensemble and teacher approved application

Course Description: Students are asked to demonstrate understanding and master the rudiments and terminology of music including notational skills, scales, keys, intervals, chords, meter and rhythm through practices including writing bass lines for melodies, implying appropriate harmony and harmonization, realization of figured bass, Roman numeral progression, harmonic analysis, motivic treatment analysis, scales including major, minor, pentatonic, and whole tone, triadic harmony, non-harmonic tones, seventh and secondary dominant chords, modulations, phrase structure, and small forms. The course utilizes listening skills (intervals, scales, chords, melodic and harmonic dictation, musical excerpts), sight-singing, written exercises, and creative exercises to develop musical skills. The course includes the study of a variety of music from standard Western tonal repertoire.

AP Music Theory is for highly motivated students who are seriously interested in the study of or career path in music. It is necessary that students have previous musical training. AP Music Theory provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both, on the basis of successful AP Exam scores. AP Music Theory is based on a comprehensive exam including aural, verbal, and written skills.

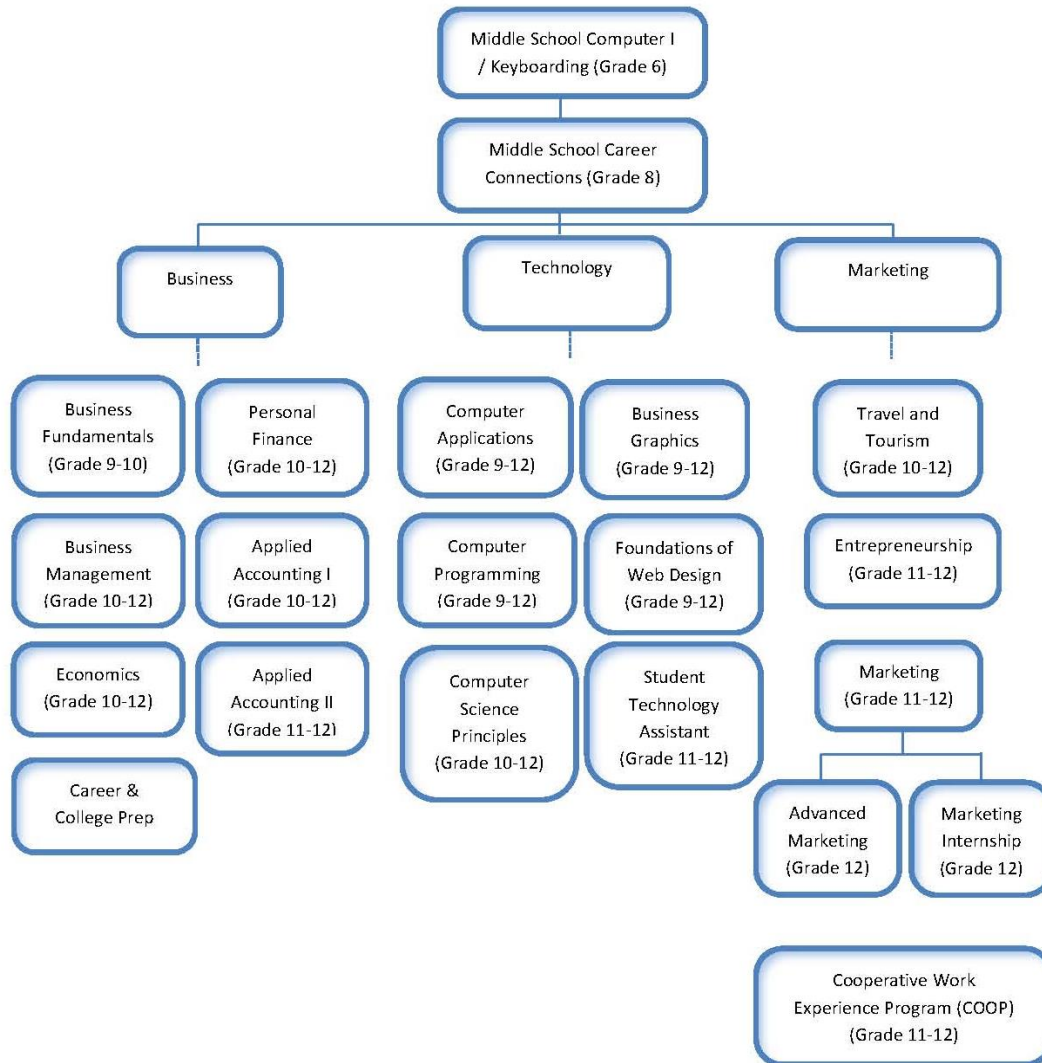
The instructional goals of the AP Music Theory program are to build a foundation and then increase knowledge and comprehension of advanced music topics including writing, analyzing, sight-reading, and listening. Students will gain musical independence and be given the skills to influence music further in college and future careers through performance or composition.

The AP Music Theory course demands dedication to the study, practice, and application of music concepts. Students will have homework regularly to reinforce what they are learning during class. Students will need access to a computer to utilize free notation software. *Exam Fees: A \$94.00 AP Music Theory Exam Fee is required to take the exam in the spring.*

DISTRICT POLICY REGARDING THE USE OF SCHOOL-OWNED INSTRUMENTS

The C-2 School District may loan, to the limits of its inventory and at the teacher's recommendation, an instrument to a C-2 instrumental music student. The student must be enrolled in an instrumental music class described in the Career and Educational Planning Guide and must have no other means of providing an instrument for the purpose of beginning and/or continuing the study of music. An annual fee of ~~\$25.00~~26.25, payable at the beginning of the first semester of study, will be charged in order to maintain the playing condition of the instrument. If, at the recommendation and discretion of the teacher, a student learns to perform on an instrument that will contribute to the needs of the ensemble, the fee may be waived.

BUSINESS, MARKETING & TECHNOLOGY (Practical Art Credit)



Middle School

- **COMPUTER I/KEYBOARDING** (Grade 6, 9 weeks)

Course Description: This course is designed for entry level students to develop proper keyboarding techniques that focus on speed and accuracy. The students will understand the basic terminology for computers and their functions through computer operations, file management, and internet skills. Students will learn how to navigate Google Drive, including Google Docs and Google Sheets, and then transitions to Microsoft Word for using more advanced features in word processing program. There will be opportunities to create, modify, and apply proper skills in all of these applications

- **CAREER CONNECTIONS** (Grade 8, 1 Semester)

Course Description: ~~Career Connections is designed to give students the needed skills to advance their career opportunities. Technological advances and global competition have transformed the nature of both education and work. Tomorrow's jobs will require more knowledge and training, highly developed 21st-Century Skills, technological skills, and more flexible workers than ever before. Our students need to be prepared for, and informed of, the reality of several job and career changes over the course of their lifetimes. They need to understand that they will have to continually update their knowledge and skills, which may require additional training and/or education. Students will be given the opportunity to explore their personality type, examine areas of interest, and develop business skills in connection with career paths. Students will explore career paths as they relate to career opportunities, education requirements, and potential salaries. In addition, students will use computer software programs and the Missouri Connections website to complete research~~

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~~projects and learn about themselves.~~ Career Connections gets students thinking and planning for their future. Students will be given the opportunity to explore their personality type, examine areas of interest, and develop business skills in connection with career paths. Students will explore career paths as they relate to career opportunities, education requirements, and potential salaries. In addition, students will use computer software programs and the Missouri Connections website to complete research projects and learn about themselves. Students will leave the class having created a 4 year plan that maximizes their high school experience.

HIGH SCHOOL

BUSINESS

C• BUSINESS FUNDAMENTALS HS6030/HS6035 (1/2 Unit, Grades 9-10, 1 Semester)

Course Description: This course is designed to provide a foundation for other business courses. Students will learn accounting, management, marketing, money management, banking, and technology in the business world. They will learn leadership skills, types of business ownerships, personnel management, and developing networking. Lastly, this course focuses on developing professional documents and effective use of technology.

C• PERSONAL FINANCE HS6080/HS6085 (1/2 Unit, Grades 10-12, 1 Semester)

Course Description: Students will look at their personal financial decisions, make future financial goals, recognize their rights/responsibilities as consumers, and apply the knowledge learned in their personal finances. The student will learn how to make wise spending, saving, and credit decisions. This course is a Missouri state graduation requirement.

C• BUSINESS MANAGEMENT HS6060/HS6065 (1/2 Unit, Grades 10-12, 1 Semester)

Course Description: This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.

W/DC/C• APPLIED ACCOUNTING I HS6180W (1 Unit, Grades 10-12, 2 Semesters)

Course Description: This course is designed to prepare students for college and career readiness including a career in the accounting field. All students will benefit from this course regardless of their occupational choice since accounting is an integral part of every business institution or organization. Accounting is designed to build an understanding of accounting principles, concepts, and procedures related to day-to-day business transactions. Students may earn college credit from a partner university, if students enroll through the university. (Tuition cost is determined by the university.)

C• APPLIED ACCOUNTING II HS6190/HS6195 (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Applied Accounting I

Course Description: Students in this course need to have demonstrated strong skills in Applied Accounting I. This course is a crucial component for students who will pursue entrepreneurial ventures such as owning a small business. Students will acquire a more thorough and in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions.

C• ECONOMICS HS6135 (1/2 Unit, Grades 10-12, 1 Semester)

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W = Weighted Grade Course

Course Description: Students will study the law of supply and demand, money and prices, inflation and deflation cycles. This course is an integral part of the success of reaching area youth with work readiness, entrepreneurship and financial literacy curriculum. The students will be exposed to Junior Achievement where they develop the skills they need to experience the realities and opportunities of work and entrepreneurship in the 21st century global marketplace.

C• COLLEGE & CAREER PREP HS6120/HS6125

~~(1/2 Unit, Grade 12, 1st Semester; Grade 11, 2nd Semester, Required GPA 2.0)~~

Course Description: Ready for college? If not, this course is for YOU! Students will compare colleges, investigate majors/minors, apply to colleges, research and apply to scholarships and prepare for the ACT. This course will help make the transition between high school and college seamless. It is recommended for ~~juniors and~~ seniors who plan on attending college and post-secondary training.

TECHNOLOGY

C• COMPUTER APPLICATIONS HS6200/HS6205 (1/2 Unit, Grades 9 -12, 1 Semester)

Course Description: This area of instruction provides content knowledge and skills required in the technology-based workplace. This class is vital for students planning to enter the workforce or post-secondary education. Students will learn advanced skills in Microsoft Word, Excel, and PowerPoint. Students will also improve keyboarding skills and receive internet safety skills.

C• ~~BUSINESS GRAPHICS~~ DESKTOP PUBLISHING HS6220/HS6225 (1/2 Unit, Grades 9-12, 1 Semester)

Course Description: Students will utilize advanced graphic arts skills to increase their production efficiency and improve the creativity and quality of business documents and marketing publications. Students will combine text and graphics to produce professional quality printed and web ready documents. The student will design and produce flyers, brochures, newsletters, letterheads, advertisements, and correspondence as well as materials for presentations.

C• FOUNDATIONS OF WEB DESIGN HS3480 (1 Unit, Grades 10-12, 2 Semesters)

Course Description: This course deals with the use of Web programming languages, graphics applications, and other Web authoring tools. Students will create and manage web pages containing text, images, hyperlinks, animations, sounds, videos, and interactive elements. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.

C• COMPUTER PROGRAMMING HS3450 (1 Unit, Grades 9-12, 2 Semesters)

Prerequisite: Algebra I

Course Description: In the 21st century, computer skills permeate the entire workplace therefore gaining these abilities will allow students to become highly employable and a vital component to any business. Familiarity with computer programming will benefit the student since it is required in a growing number of occupations. Students will write their own computer programs, using Alice and Java software. Students will learn the basics of programming through 3-D graphics, coding and application development.

C• STUDENT TECHNOLOGY ASSISTANT HS9030 (1 Unit, Grades 11-12, 2 Semesters)

Course Description: The Student Technology Assistant (STA) is a tech support internship designed to support the Raytown 1:1 technology initiative. Students in the STA internship get experience working in a real tech support environment while taking an online course to learn and advance their knowledge of computer hardware and software. STA interns have 3 main objectives: support students through troubleshooting and repair, support faculty and staff with

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technology needs, and pursue independent learning pathways. Time will be split equally between working with the bulging tech and online course.

For all Computer classes it is recommended that students have strong keyboarding skills or take one semester of Computer Applications.

MARKETING

C• TRAVEL and TOURISM HS6630/HS6635 (1/2 Unit, Grades 10-12, 1 Semester)

Course Description: Travel and Tourism will explore the opportunities for Marketing in the world of professional sports, restaurant services, travel and tourism, and hotel management. You will get to create your ideal food court, design a themed hotel, and construct an amusement park. You will have the opportunity to be an active participant in the DECA Organization.

C• ENTREPRENEURSHIP HS6260/HS6265 (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: Through this class you will learn how to open, operate, and own your own business. You will get hands-on experience through the school store by learning how to keep inventory, running a cash register, interacting with customers, making product decisions, and creating a business plan. You will have the opportunity to be an active participant in the DECA Organization.

C• MARKETING HS6370 (1 Unit, Grades 11-12, 2 Semesters)

Course Description: In this class you are going to follow the journey of a small idea to a major product. You will spend time in the product development process through production and testing. Once the product is created, this class will explore the promotion, pricing and sales techniques that it takes to sell millions of products and make billions of dollars. You will also be an active participant in the DECA Organization.

• ADVANCED MARKETING HS6380 (1 Unit, Grade 12, 2 Semesters)

Prerequisite: Marketing

Course Description: Students that take this class have already excelled in Fundamentals of Marketing and wish to dig deeper into the marketing process. The major components of this class are marketing research and DECA. The students will explore research techniques and develop effective marketing research elements. Students will also participate in a DECA project and enter that project into DECA Competitions.

C• MARKETING INTERNSHIP HS6460 & HS6465 (1/2 to 1 Unit per Semester, Grade 12, Does not meet as a class)

Prerequisite: Must be enrolled in a Marketing class

Course Description: This is an opportunity for you to attend school half day and earn credit for working at your job. You will get to earn either a half credit (10-19 hours / week) or a whole credit (20 + hours / week) by validating your work hours (paycheck stub). You will have the option of leaving school after 4th, 5th, or 6th hour. Students are required to find their own job.

C• MARKETING INTERNSHIP (Grade 12, 1st Semester/2nd Semester)

HS6460/HS6465 Marketing Internship 5th, 6th and 7th hours

HS6470/HS6475 Marketing Internship 6th and 7th hours

HS6480/HS6485 Marketing Internship 7th hour

C• COOPERATIVE WORK EXPERIENCE PROGRAM (COOP) HS9065 (1/2 to 1 Unit per Sem, Grade 11-12)

C = Career Course

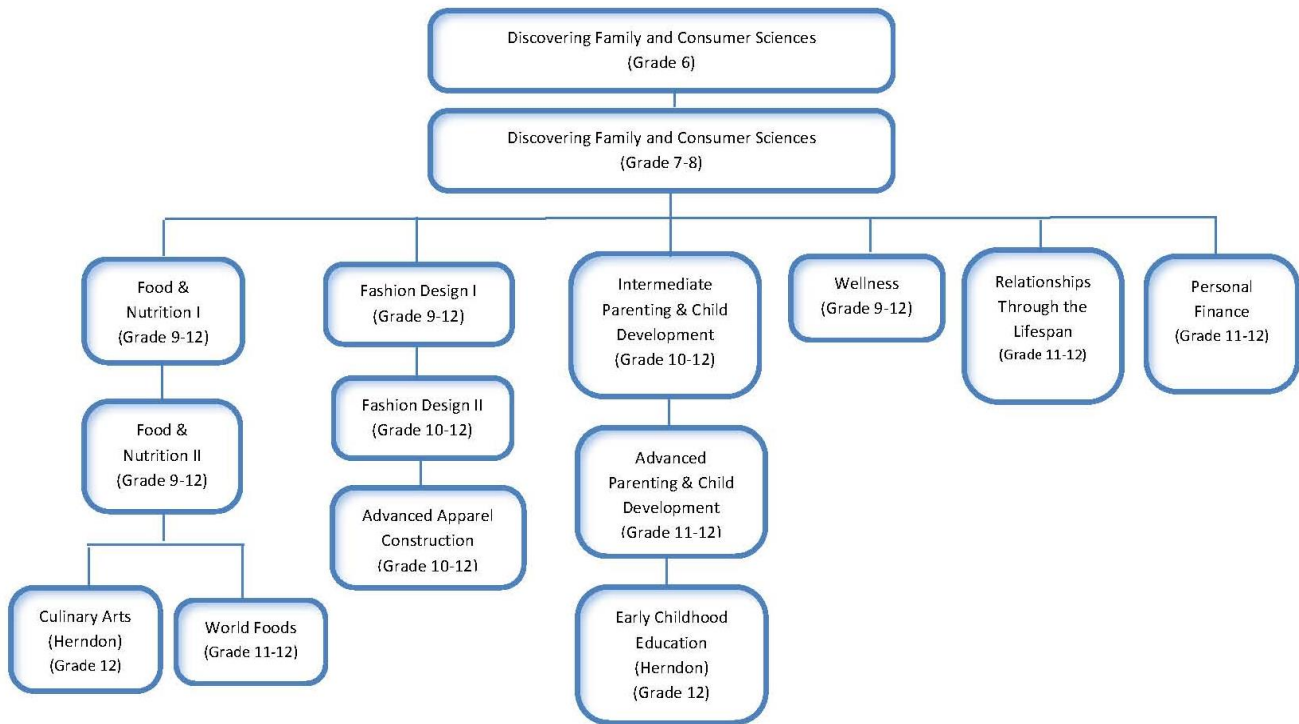
DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Prerequisite: Must have a case open with Vocational Rehabilitation and have as-an Individual Educational Program (IEP)

Course Description: Students attend school on a shortened schedule and earn credit for working at a job geared towards post-secondary goals. This is an opportunity for you to attend school half day and earn credit for working at your job. You will get to-Students earn either a half credit (10-19 hours/week) or a whole credit (20 + hours/week) by validating your work hours (paycheck stub). You will- Students have the option of leaving school after 4th, 5th, or 6th hour. Students are required to find their own job.

FAMILY AND CONSUMER SCIENCES (Practical Art Credit)



MIDDLE SCHOOL

- **DISCOVERING FAMILY AND CONSUMER SCIENCES** (Middle School Exploratory, Grade 6, 9 weeks, Grades 7-8, 1 Semester)

Course Description: Discovering Family and Consumer Sciences (FCS) is a semester-long comprehensive course that introduces 6th, 7th and 8th grade students to the subjects offered within the FCS Department at the high school level. Students are introduced to a variety of topics including Child Development, Consumerism, Relationships and Family, Food Preparation, Nutrition, Kitchen Safety and Sanitation, and Fashion/Sewing Skills.

HIGH SCHOOL

- **FOOD & NUTRITION I HS6565**
(1/2 unit, Grades 9-12, 1 semester)

Course Description: Do you love to eat? Then you'll love to cook! If you're ready to make more than basic noodles, then you're ready for this class. This course involves a basic study of nutrition, food preparation, and food service careers. Students will prepare recipes including types of biscuits, pastas, pies, and more! Students will also learn how to use different pieces of kitchen equipment, kitchen management, and be prepared to earn their food handlers permit.

C• FOOD & NUTRITION II HS6575 (1/2 Unit, Grades 9-12, 1 Semester)

Prerequisite: Intermediate Nutrition and Food Preparation

Course Description Want to go to Herndon's culinary program? Maybe you just want to flex some more of your culinary muscle! This course involves in depth study of nutrition, food preparation, and food service careers. Students will focus on nutrition needs for specific populations, restaurant management, and advanced cooking techniques including knife skills. Students will prepare food from scratch; recipes include pizzas, stir-fries, cakes (and cake decorating), kabobs, and more! The class features the ProStart curriculum created by the National Restaurant Association. This class is required for students wishing to attend the Herndon Culinary program.

C• WORLD FOODS HS6580 (1/2 Unit, Grades 11-12, 1 Semester)

Prerequisite: Nutrition and Food Preparation; (Intermediate and Advanced)

Course Description: Do you want to travel the world? Are you interested in the food and culture of other countries? In this class you will study food, culture, travel, and culinary techniques from Western Europe, the Mediterranean, Asia, Mexico and South America, as well as the Regional U.S. This class will create the most difficult recipes of any food classes and all items are made from scratch. Taste the world without ever leaving the classroom, take World Foods!

C• FASHION DESIGN I HS6550 (1/2 Unit, Grades 9-12, 1 Semester)

Course Description: Do you like watching Project Runway or love the world of fashion? Maybe you want to move up the ladder at your retail job! This course involves exploration in the many worlds of fashion. You will learn about influences on fashion and clothing choices. You will also study historical fashion and how it impacts our clothing today. You will learn about the career fields of retail, merchandising, marketing, and design. Students enrolled in this course will have the opportunity to complete multiple sewing projects as well as clothing design opportunities. Student required to supply own fabric for projects.

C• FASHION DESIGN II HS6545 (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Intermediate Fashion Merchandising, Textiles, and Apparel and teacher approval

Course Description: This course includes an in-depth study of fashion marketing, industry principles, manufacturing, and design. Students will design a line of clothing, complete the required manufacturing cost and production plan, create a merchandising strategy, create garment patterns, and sew sample garments from the line. Additionally, students will complete at least one garment from a pre-designed commercial pattern. Student required to supply own fabric for projects.

C• ADVANCED APPAREL CONSTRUCTION HS6560 (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Fashion Design 1 & Fashion Design 2 and teacher approval

C = Career Course

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W = Weighted Grade Course

Course Description: Do you ever draw clothing sketches and wish you knew how to make them? Would you enjoy creating a garment from top to bottom? Do you wish you could buy anything and tailor it to fit your body? If so, Advanced Apparel Construction is for you! This class will focus on clothing design, pattern design, advanced sewing techniques and construction, as well as tailoring and upcycling other materials into clothing.

C• INTERMEDIATE PARENTING AND CHILD DEVELOPMENT HS6650

(1/2 Unit, Grades 10-12, 1 Semester)

Course Description: Think you'll be a parent someday? Interested in how life forms? Maybe you'd like to know more about caring for infants! Parenting and Child Development will teach you about family styles, becoming parents, how a woman becomes pregnant, prenatal development and staying healthy during pregnancy. Then you'll learn how to take care of a newborn, infant, and toddler. Students will be exposed to real-life situations with childbirth and parenting.

C• ADVANCED PARENTING AND CHILD DEVELOPMENT HS6660

(1/2 Unit, Grades 11-12, 1 Semester)

Prerequisite: Intermediate Parenting and Child Development and teacher approval

Course Description: Do you babysit or enjoy spending time with kids? Are you interested in Herndon's Early Childhood Program? You'll love taking the advanced parenting and child development course! Students learn about the development of young children and how to plan activities that kids enjoy. Students will get the opportunity to participate in a real preschool classroom. This class is perfect for anyone wanting to enter the field of education or pediatric care.

C• WELLNESS HS7700 (1/2 Unit, Grades 9-12, 1 Semester) (Health requirement)

Course Description: This course will help students develop intelligent and desirable attitudes toward health, which will affect their immediate, as well as future personal life. This course deals with broad aspects of health and safety which include: physiology of the body, mental health, drugs, alcohol, tobacco, appearance, personality, diseases, health services, first aid and career opportunities. This course may fulfill the ½ unit of credit required in health.

C• RELATIONSHIPS: THROUGH THE LIFESPAN HS6600 (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: Do you want to know more about making Relationships work? Are you interested in a career in Therapy or Development? Do you want to be able to offer advice to friends? Then Relationships is the class for you! In this course we cover units over Personality Development, Relationship Development, Marriage and Families, and Sexuality. Learn more about what makes relationships healthy, strong, and long-lasting. This class also includes information on Human Anatomy, Pregnancy, STD's, and Contraceptives.

C• PERSONAL FINANCE HS6085 (1/2 Unit, Grades 11-12, 1 Semester)

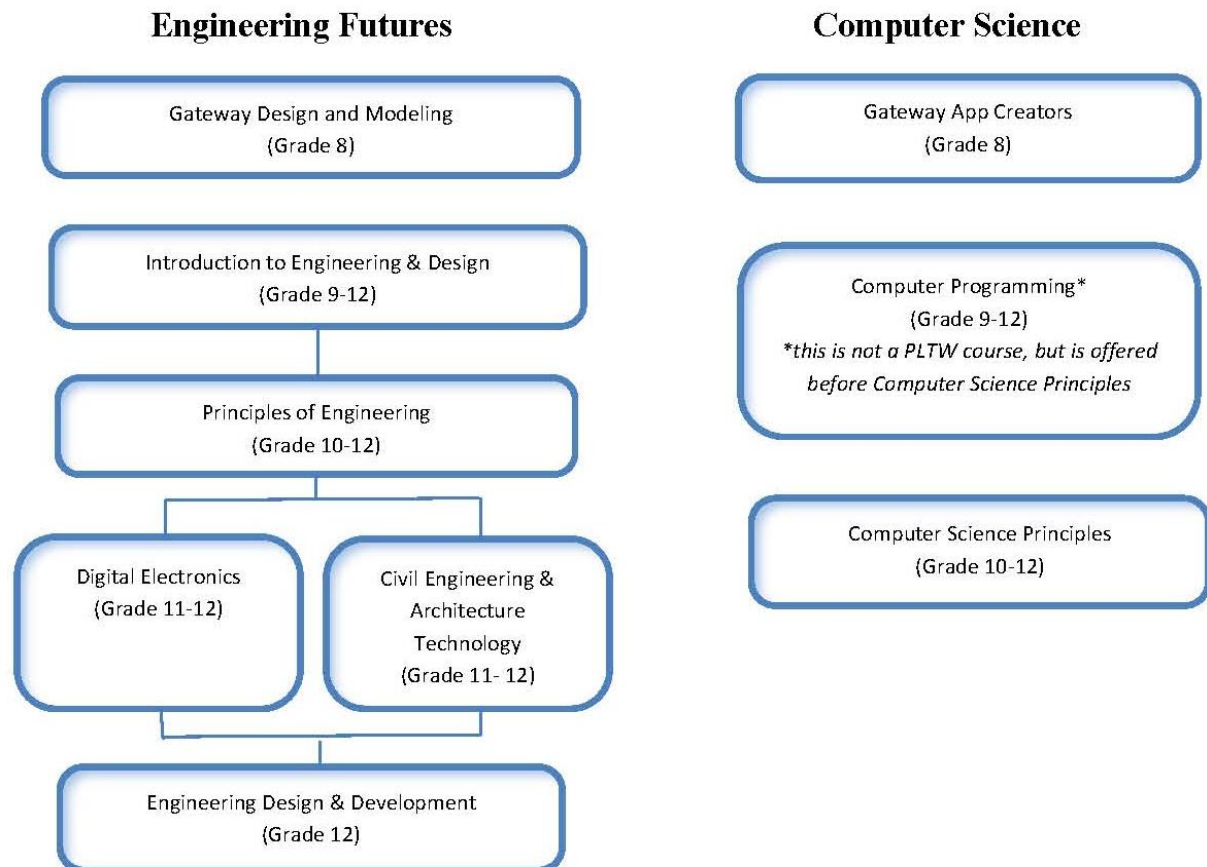
Course Description: For Juniors or Seniors wanting a class that will prepare them for life after high school. This class will focus on life skills including the establishment of short or long term goals, management of available resources, and assessment of career options. Students will have the opportunity to participate in interest surveys, research of career pathways, job shadowing, budget development, and the analysis of consumer laws and practices in the marketplace, including those that relate to the purchase of food, clothing, housing, transportation, insurance, and taxes. Students must pass course for the required graduation ½ unit of credit in Personal Finance.

C = Career Course

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W = Weighted Grade Course

PROJECT LEAD THE WAY (Practical Arts Credit)



MIDDLE SCHOOL

- **GATEWAY DESIGN AND MODELING** (1/2 Unit, Grade 8, 1 Semester)

Course Description: Design and Modeling is an introduction to the engineering design process and includes both virtual and physical modeling components. Students will learn the design process through hands-on projects that teach, measurement, sketching, Computer Aided Design and small tool use. Students will complete all steps of the design process in solving a real life problem such as designing a playground for handicap children or designing an artificial arm.

- **GATEWAY APP CREATOR** (1/2 Unit, Grade 8, 1 Semester)

Course Description: App Creators will introduce students to computer science and mobile app creation by studying and creating solutions to real problems. Students will customize their class experience by choosing a problem that interests them from the areas of health, emergency, education, community service or school culture. Because problems in the real world involve more than one area, the unit will also introduce students to biomedical science (the study of how life and medicine work together) as they work on solutions to the problem they choose to tackle. Students will work both in groups and individually, creating code and programming apps that present a solution to their chosen problem.

HIGH SCHOOL

Engineering Futures

DC/C • INTRODUCTION TO ENGINEERING & DESIGN (IED) HS6790 (1 Unit, Grades 9-12, 2 Sems)

Course Description:

Course Description: This class is a continuation of the Gateway courses offered in Middle School for students wanting to learn more about Engineering and an introduction to Engineering to new students. Students learn how engineers design products and solutions with a creative design process. Students gain practical skills like technical drawing, precision measurement, modeling and teamwork. Students create models of their projects with 3D modeling software and a 3D printer. This course should be taken before the other PLTW offerings. If not already successfully taken, students need to be simultaneously enrolled in Algebra 1 as freshmen to prepare for Principles of Engineering. This course may be eligible as dual credit by examination. This course is for students interested in Engineering and Architecture related fields. Using computer modeling software, students learn the design process, and solve design problems as they develop, analyze, and create product models. Units of study include sketching, multi views, pictorial and 3D drawing and dimensioning. Students will be expected to use PowerPoint and 3D CAD software to solve problems and present designs. Student designs can be produced on a 3D printer. This is the first of the basic courses offered in the Project Lead The Way (PLTW) series. **This course may be applicable as dual credit through examination.**

W/DC/C • PRINCIPLES OF ENGINEERING (POE) HS6780W (1 Unit, Grades 10-12, 2 Semesters)

Course Description: This career education course teaches a variety of engineering skills through hands-on, research and math and science projects. Students are presented the opportunity to learn the importance of teamwork and the design process as used by engineers every day to help improve products, create new materials, processes and discover solutions. Students should take Algebra I and receive a B or better before enrolling in POE. **This course may be applicable as dual credit through examination.**

W/DC/C • CIVIL ENGINEERING AND ARCHITECTURE (CEA) HS6840W

(1 Unit, Grades 11-12, 2 Semesters)

Course Description: Ever think about building a house or a store, or turning a warehouse into a library and wonder how to go about it? Then Civil Engineering and Architecture is a course for you. The major focus of the course is learning what goes into the development of local residential and commercial property sites. This will lead into two pretty significant team projects. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of those properties. While using Revit, a state of the art 3D design software package, you will learn the roles of Civil Engineers and Architects, incorporate Green Technologies and sustainable energy systems, and communicate your solutions to members of the professional community, parents, and educational staff. **This course may be applicable as dual credit through examination.**

W/DC/C • DIGITAL ELECTRONICS (DE) HS6800W (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Algebra I with a B-C or better OR Principles of Engineering

Course Description: This is a course that covers the basics of digital circuitry and design. Some analog components are introduced in the beginning of the course. Computer simulation software is used to design and test digital circuitry prior to creating the circuit using components on breadboards. This course may be applicable as dual credit through examination. This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction on circuits and devices. It is the third in a series of PLTW Foundation classes. **This course may be applicable as dual credit through examination.**

W/DC/C • ENGINEERING DESIGN & DEVELOPMENT (EDD) HS (1 Unit, Grade 12, 2 Semesters)

Course Description: This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the “Don’t you hate it when…” statements of the world. This is an engineering

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research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future. **This course may be applicable as dual credit through examination.**

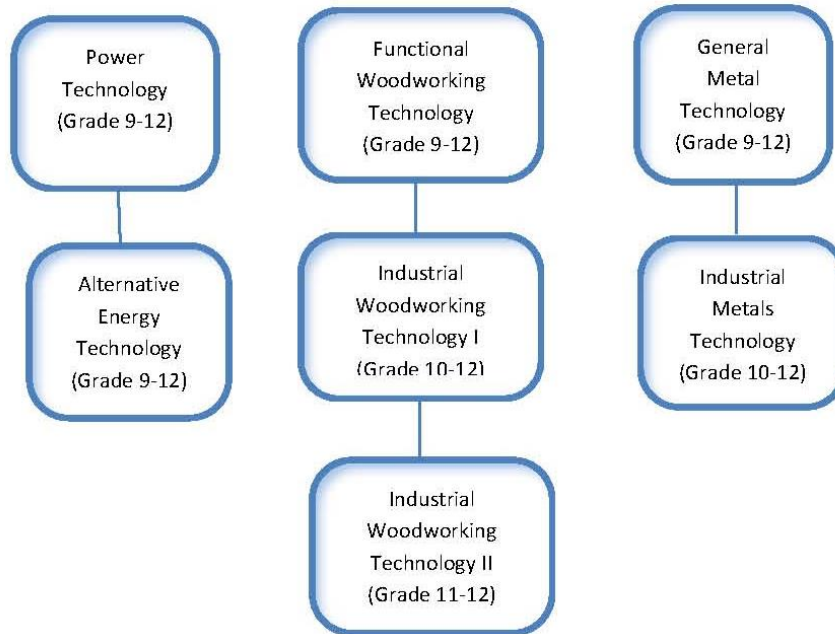
Computer Science

W/DC/C • COMPUTER SCIENCE PRINCIPLES HS6870W (1 Unit, Grade 10-12, 2 Semesters)

Prerequisite: ~~Computer Programming with a C or better~~ AND Algebra with a C or better

Course Description: Incorporating multiple platforms and languages for computation, students work in teams to develop computational thinking and problem solving skills. This course will aim to develop computational thinking, generate excitement about the field of computing, and introduce computational tools that foster creativity. Projects and problems include application development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course. ***Students will be able to count CSP as both the third course of PLTW Engineering and the first course of PLTW Computer Science if they decide to pursue and complete two programs of study. **This course may be applicable as dual credit through examination.**

INDUSTRIAL TECHNOLOGY (Practical Arts Credit)



HIGH SCHOOL

- **POWER TECHNOLOGY HS6850** (1/2 Unit, Grades 9-12, 1 Semester)

Course Description: This course is a hands-on study of combustion engine theory, power mechanics, automotive fundamentals and power transmission. A major emphasis of this course is the understanding and ability to overhaul a small four cycle gasoline engine and the principles of operation of automotive systems. Students will investigate power mechanisms employed. The importance of safety rules is applied in a lab setting but information is also gained in text and demonstration form. Regular automotive maintenance is demonstrated so students can care for their own vehicles. This is a recommended course for those wishing to pursue enrollment at Herndon Career Center in Automotive Technology or Diesel Mechanics. Students provide their own small engine. Students will need to provide required safety glasses.

- **ALTERNATIVE ENERGY TECHNOLOGY HS6860** (1/2 Unit, Grades 9-12, 1 Semester)

Course Description: This course is a hands-on study of various sources of alternative energy including but not limited to solar, wind, bio-fuel, fuel cells, nuclear and geothermal. Students will explore the trade-offs related to each source while working with system models, experiments and prototypes. Students will learn basic electrical theory, electrical power generation and simple home heat exchange systems. A study of fuel efficiency, environmental impact and cost savings will be accompanied by student produced examples showing math, science and technology applications. Some work to be accomplished in teams. This is a recommended course to be taken by those interested in pursuing further study in Electrical Engineering, Diesel Mechanics or HVAC. Students will need to provide required safety glasses.

- **FUNCTIONAL WOODWORKING TECHNOLOGY HS6810** (1 Unit, Grades 9-12, 2 Sem)

Course Description: ~~Students enrolling in this course must enroll in Functional Woodworking Technology. This fundamental course in woodworking is designed to provide the student with the basic elements of the woodworking industry. Students will develop skills in and appreciation for the use of common woodworking tools and procedures, project planning, finishing, good design and workmanship, and the ability to select, care for and use wood products wisely. Emphasis for the second semester will be on the safe operation and procedures of using power tools and machines. Materials needed for the basic, required projects are provided. Students will need to provide required safety glasses. Excessive materials and/or elective projects will be paid for in advance of receiving materials, by a materials deposit card. This fundamental course in woodworking is designed to provide the student with the basic elements of the woodworking industry. Students will learn how to measure using the standard and metric system, work with fractions,~~

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calculate material costs, and safely use hand and power tools. Emphasis for the second semester will be on the safe operation and procedures of using power tools and machines. Students also learn project planning, finishing, and workmanship by building several projects. Materials needed for the basic, required projects are provided. Students will need to provide required safety glasses. Excessive materials and/or elective projects will be paid for in advance of receiving materials, by a materials deposit card.

- **INDUSTRIAL WOOD TECHNOLOGY I HS6820** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: Functional Woodworking Technology

~~Course Description: Students enrolling in this course must enroll in Industrial Wood Technology I. This course is designed for the student who has satisfactorily completed Functional Woodworking Technology and wishes a more in depth knowledge of the industrial woodworking industry. It provides instruction and application of basic furniture design and planning, cabinet and furniture construction, wood finishing, plastic laminates and wood bending and lamination. Students will need to provide required safety glasses and material deposits will be made during the school year to pay for materials used by the student to make personal projects. Industrial Wood Technology I and II classes may be scheduled together.~~
This course is designed for the student who has satisfactorily completed Functional Woodworking Technology and wishes a more in depth knowledge of the industrial woodworking industry. It provides instruction and application of basic furniture design and planning, cabinet and furniture construction, wood finishing, plastic laminates and wood bending and lamination. Students will need to provide required safety glasses and material deposits will be made during the school year to pay for materials used by the student to make personal projects. Industrial Wood Technology I and II classes may be scheduled together.

- **INDUSTRIAL WOOD TECHNOLOGY II HS6830** (1 Unit, Grades 11-12, 2 Semesters)

Prerequisite: Industrial Wood Technology I

~~Course Description: Students enrolling in this course must enroll in Industrial Wood Technology II. To be successful, students in this course will have demonstrated strong skills in Industrial Wood Technology I. This course is designed to give the third year woodworking student an even more in depth knowledge of the woodworking industry through more advanced furniture design, planning and cabinet/furniture construction. Students will need to provide required safety glasses and material deposits will be made during the school year to pay for materials used by the student to make personal projects. Industrial Wood Technology I and II classes may be scheduled together.~~
To be successful, students in this course will have demonstrated strong skills in Industrial Wood Technology I. This course is designed to give the third year woodworking student an even more in-depth knowledge of the woodworking industry through more advanced furniture design, planning and cabinet/furniture construction. Students will need to provide required safety glasses and material deposits will be made during the school year to pay for materials used by the student to make personal projects. Industrial Wood Technology I and II classes may be scheduled together.

- **GENERAL METAL TECHNOLOGY HS6750** (1 Unit, Grades 9-12, 2 Semesters)

Course Description: Students enrolling in this course must enroll in General Metalwork. This course is offered to students who desire a variety of experiences and activities in selected metalworking areas which may include: sheet metal, bench metal and wrought iron, forging and heat treatment, electric arc and oxyacetylene welding, foundry, machine shop and safety procedures. Excessive materials and/or elective projects will be paid for in advance of receiving materials, by a materials deposit card. Students will need to provide required safety glasses.

- **INDUSTRIAL METALS TECHNOLOGY HS6760** (1 Unit, Grades 10-12, 2 Semesters)

Prerequisite: General Metal Technology

Course Description: Students enrolling in this course must enroll in Industrial Metals Technology. Students, having

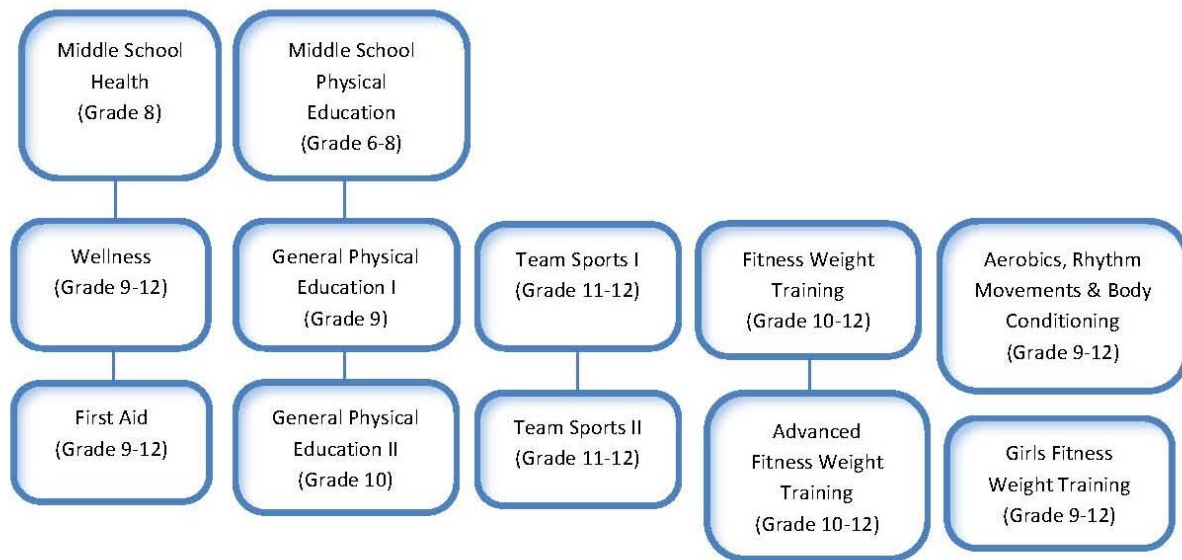
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satisfactorily completed the General Metal Technology course, will concentrate on advanced welding, metal machining and fabricating while using elements in good design. By using tools, materials, procedures and processes of industry, the student will develop individual talents, abilities and appreciation for good workmanship. Students will need to provide required safety glasses and material deposits will be made during the school year to pay for materials used by the student to make personal projects.

PHYSICAL EDUCATION/HEALTH



P.E. uniform: T-shirt/shorts, and socks/athletic shoes.

Students are expected to dress out for all courses except Wellness and First Aid.

Locks will be furnished. Students must pay a \$40.00 replacement fee for lost or stolen locks.

Consolidated District No. 2 provides no accident insurance to cover equipment such as ball gloves that are brought to school by students. Equipment and other items brought from home are not the responsibility of the school if lost or stolen.

MIDDLE SCHOOL

- **BOYS/GIRLS PHYSICAL EDUCATION (Grades 6-8, 1 Semester)**

Course Description: This course will provide students the opportunity to participate in the following Team Sports: Flag Football, Basketball, Volleyball, Speed ball, Track and Field, Softball, Fleet Ball, Soccer, Hockey and Team handball. Students will participate in Life Time Activities including Pickle ball, Physical Fitness testing, Aerobics and low organized games (Kickball, Mat ball, Cage ball, Cup Stacking, Jump Roping and Dance). Students will be taught rules, strategies for game play, skills, care of equipment and safety protocols. This course will also provide students opportunities to learn and practice reading, writing, speaking, listening and language. Within the semester, students will be constantly engaged in applying knowledge of activities while actively participating. Appropriate Physical Education uniforms are available for purchase through building PTSA organizations.

- **HEALTH (Grade 8, 1 Semester)**

Course Description: This course will help students develop intelligent and desirable attitudes toward health, which will affect their immediate, as well as future personal life. This course deals with broad aspects of health and safety which include: physiology of the body, mental health, drugs, alcohol, tobacco, diseases, first aid, abstinence, STDs and nutrition. Emphasis will be placed on making healthy choices for each of these topics.

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HIGH SCHOOL

- **GENERAL PHYSICAL EDUCATION I HS7010** (1/2 Unit, Grade 9, 1 Semester)
- **GENERAL PHYSICAL EDUCATION II HS7020** (1/2 Unit, Grade 10, 1 Semester)
(Boys class/Girls class)

Course Description: This course will provide students the opportunity to participate in the following activities: touch football, basketball, volleyball, speed ball, table tennis, racquetball, track and field, softball, fleet ball, soccer, team handball, pickle ball, physical fitness testing and low organized games. Students will be constantly engaged in applying knowledge of activities while actively participating.

- **TEAM SPORTS I HS7310** (Co-ed) (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: This course will provide students the opportunity to participate in the following team sports: flag football, basketball, volleyball, speedball, team handball, and soccer. Students will be taught rules, strategy for playing games, skills and care of equipment. Students will be constantly engaged in team competition as they apply what they have learned through participation.

- **TEAM SPORTS II HS7315** (Co-ed) (1/2 Unit, Grades 11-12, 1 Semester)

Course Description: This course will offer students the opportunity to participate in the following team sports: basketball, softball, volleyball, speedball, team handball, and track and field. Students will be taught rules, strategy for playing games, skills and care of equipment. Students will be constantly engaged in team competition as they apply what they have learned through participation.

- **FITNESS WEIGHT TRAINING HS7410** (Co-ed) (1/2 Unit, Grades 10-12, 1 Semester)

Course Description: This course will provide students the opportunity to participate in activities that will help develop their optimum physical condition. Students will be taught different theories of weight training and conditioning as they apply what they learn when completing their own personal fitness plan. Activities used for implementing this course will be running, jogging, weight training and rope jumping. (Note: Girls preferring to enroll in a class just for girls see course #7730 or #7735.)

- **ADVANCED FITNESS WEIGHT TRAINING HS7420** (Co-ed) (1/2 Unit, Grades 10-12, 1 Semester)

Prerequisite: Successful completion of Fitness Weight Training HS410, HS7415 or Girls Fitness Weight Training HS7730, HS7735

Course Description: This course will provide students the opportunity to follow-up the basic fitness weight-training course with a program of continued weight training and physical fitness. Application of weight training skills will be performed as students complete a personal fitness plan. Other activities offered in the course will be running, flexibility exercises, and rope jumping.

- **AEROBICS, RHYTHMS MOVEMENTS, AND BODY CONDITIONING HS7440**
(1/2 Unit, Grades 9-12, 1 Semester)

Course Description: Students will participate in a daily aerobic jazzercise program to maintain ideal weight, improve cardiovascular fitness, rhythmical activities; Slimnastic exercises rope jumping, creative and line dances, and ethnic dances. Students will demonstrate an understanding of activities learned through performing and/or composing their own original dances.

- **WELLNESS HS7700** (1/2 Unit, Grades 9-12, 1 Semester) (Health requirement)

Course Description: This course will help students develop intelligent and desirable attitudes toward health, which will affect their immediate, as well as future personal life. This course deals with broad aspects of health and safety which include: physiology of the body, mental health, drugs, alcohol, tobacco, appearance, personality, diseases, health services, first aid and career opportunities. **This course fulfills the 1/2 unit of credit required in health.**

- **FIRST AID HS7710** (1/2 unit, Grades 9-12, 1 Semester) (Counts only as an elective credit)

Course Description: This course will provide students with knowledge and skills needed in handling emergency first aid situations, an awareness of the community emergency first aid facilities, and home safety. Hands-on experiences will help students better understand the concepts they are taught. The procedures for implementing the materials covered in this course will be resource people from the community and emergency first aid procedure demonstrations.

- **GIRLS FITNESS WEIGHT TRAINING HS7730** (1/2 Unit, Grades 10-12, 1 Semester)

Course Description: This course will provide young ladies the opportunity to participate in weight lifting activities that will tone and firm muscles helping them to reach optimum physical condition. Application of weight training skills will be performed as students complete a personal fitness plan. Activities used for implementing this course will be weight lifting, aerobics, jogging, and rope jumping.

RAYTOWN SUCCESS ACADEMY –~~RSA-FINE~~/PRACTICAL

ARTS Credit

- **PERSONAL DEVELOPMENT HS7910** (1/2 Unit, Grade 9, 2 Semesters RSA students only)

Course Description: This course is only offered through the Raytown Success Academy.

- **COLLEGE & CAREER PREP - Year Long HS6125Y** (1 Unit, Grade 12, 2 Semesters RSA students only) Required GPA 2.0

Course Description: Ready for college? If not, this course is for YOU! Students will compare colleges, investigate majors/minors, apply to colleges, research and apply to scholarships and prepare for the ACT. This course will help make the transition between high school and college seamless. It is recommended for juniors and seniors who plan on attending college and post-secondary training.

CAREER EDUCATION OFFERINGS

SOUTHLAND CENTERS for ADVANCED PROFESSIONAL STUDIES (CAPS)

Southland CAPS (Centers for Advanced Professional Studies) will provide students the opportunity to dive into the professional world by working on real-life projects, by having industry mentors, and by being immersed in a professional culture. Students who take CAPS will be enrolled in an exploratory program that allows them to test-drive their future career goals in high skilled, high demand industries while earning high school credit.

Southland CAPS courses are offered in daily, year-long, AM/PM session blocks at various sites throughout the Kansas City metro area. Each CAPS course may have specific requirements based on the industry partners. Student will be notified of the requirements at the beginning of the school year. For more information, go to <http://www.raytownschools.org> and select Herndon Career Center/Southland CAPS

C/W/DC • ANIMAL HEALTH SCIENCE

Location: Kansas City Zoo

Grades: 11/12

Credit: 3 Units, 2 semesters, 3 Hours Daily, AM / PM Sections

Prerequisite: None

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real world environment. C or better recommended in Biology.

This course is designed for students who have an interest in the Animal Health field. This course will allow students an opportunity to discover and explore a variety of career options in the animal health industry. Students will have the opportunity to learn from professionals in the field of large animals, marine animals, small animals, exotics, wildlife, and animal research, about caring for and the health of large animals, marine animals, small animals, and service animals. Students will also dive into the broad scope of medical animal research and the ethics of animal testing. This course is not teacher and curriculum driven. It is a hands on, project based exploratory opportunity for students. Students should be prepared to work with professionals on real-world company based projects. Classroom location for Animal Health Sciences is at the Kansas City Zoo. Students will need to provide their own transportation. Students have the opportunity to earn college credit by dual enrollment through Northwest Missouri State University. (Tuition cost is determined by the University.)

C/W/DC • EDUCATION EXPLORATION

Location: TBD

Grades: 11/12

Credit: 3 Units, 2 semesters, 3 Hours Daily, AM / PM Sections

Prerequisite: None

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real world environment. Child Development encouraged.

This course is designed for students who have an interest in learning about future careers in education. Students will have the opportunity to explore the various levels of education including Early Childhood, Elementary, Middle School, and High School. Students will observe all levels of PK – 12 grade instruction, collaborate with educators, and explore post-secondary opportunities for teacher education and educator employment. Location of program is to be determined. Transportation ~~will~~ bes required.

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~~C~~/W/DC • ENVIRONMENTAL PLANNING and AWARENESS

Location: TBD

Grades: 11/12

Credit: 3 Units, 2 semesters, 3 Hours Daily, AM / PM Sections

Prerequisite: None

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real world environment.

This course is designed for students who have an interest in learning about Environmental Planning and Awareness. Students will have the opportunity to learn from professionals about how we can produce enough food to feed the increasing world population while sustaining the planet, how food is processed to produce products people want to eat, and how food and products are distributed. Students will also learn about land management and planning with economic, cultural, and geographical considerations. This course is not teacher and curriculum driven. It is a hands-on, project based exploratory opportunity for students. Students should be prepared to work with professionals on real-world company based projects. Location of program is to be determined. Transportation will be required.

~~C~~/W/DC • TECHNOLOGY SOLUTIONS

Location: Raytown Schools Education and Conference Center

Grades: 11/12

Credit: 3 Units, 2 semesters, 3 Hours Daily, AM / PM Sections

Prerequisite: None

Recommendations: Students need to be on track for graduation and have a desire to be in an environment that encourages teamwork in a project-based real world environment.

This ~~career exploration course is~~ designed for students who have an interest in the ~~Information- Technology Solutions-field~~. This course will allow students an opportunity to discover and explore a variety of career options in the technology space. Students will have the opportunity to ~~engage with learn from~~ professionals about computer networking, ~~CIS-Computer Information Systems~~ and software ~~& app~~ development, website ~~and app~~ creation, and more. This course is not teacher and curriculum driven. It is a hands on, project based exploratory opportunity for students. Students should be prepared to ~~work collaborate~~ with professionals on real-world- ~~technology company~~ based projects. ~~Classroom location for Technology Solutions is at the Raytown Schools Education and Conference Center. Students will need to provide their own transportation. Students will need their own transportation.~~ Students have the opportunity to earn college credit by dual enrollment through Northwest Missouri State University. (Tuition cost is determined by the University.)

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

HERNDON CAREER CENTER

HERNDON CAREER CENTER COURSES ARE OFFERED IN DAILY, YEAR LONG,
AM/PM SESSION BLOCKS AT THE HERNDON CAREER CENTER,
11501 E STATE ROUTE 350, RAYTOWN, MO 64138

For more information, see our web site <http://www.raytownschools.org/schools/hs/rqs/hcc/>

FEES: ~~Upon acceptance into the student's chosen program, parent(s)/guardian(s) and the student must begin saving and planning for course fees. Course fees are due at the time that the student starts his/her class. All fees for programs must be paid during the first week of classes (Friday of the first week of school). Fees not paid by the first Friday of school require the student/parent/guardian to submit a written request for extension by the end of the student's attendance session on that Friday and the proposed payment plan must be approved by the Director; however, all fees must be paid in full by the last Friday of September. Families with special circumstances can file a written request for a further extension, if half of the full amount of fees is paid by September 15th and the full amount is paid by October 31st. A few programs at Herndon Career Center have fees. Course fees are listed in the course descriptions and will be due at the beginning of the school year.~~

* **Center of Excellence** is the site of a specialty career-related program. Acceptance into a Center of Excellence program requires a student to have a minimum 2.0 GPA and a 90% or better attendance rate. Students interested should contact their counselor for an application. Programs marked with an asterisk (*) are approved Center of Excellence programs.

--**Industrial Internships** are available to qualified seniors during the second semester of a one-year program or during the fourth semester of a two-year program. Interested students should contact their HCC instructor or counselor for information about internship opportunities and eligibility.

C/W • ADVERTISING AND GRAPHIC DESIGN*

Location: Herndon Bldg. C

Grades: 11/12

Credit: 3 Units, 2 semesters, 3 Hours Daily, AM / PM Sections

Prerequisite: Minimum 2.0 GPA; 90 % attendance record; reading, writing, and math at the 10th grade level; at least one semester of keyboarding, and/or computer applications coursework and a minimum of 2 semesters of art

Recommended: Exposure to graphic design. The purpose of this course is to prepare students to continue their education in college. This program is organized into two one-year programs.

1st Year Curriculum First year curriculum consists of an in-depth study and application of Adobe Creative Suite, specifically Adobe In-Design, Illustrator and Photoshop. The emphasis is on creative problem solving and workflow, artistic critiques, print production, branding, and the use of technology in design to develop skills necessary for continuing education.

Math skills will include fractions, ratios, fraction to decimal conversions, proportional scaling and measurement reading.

College Credit: An articulation agreement exists with Metropolitan Community College for up to 6 hours of college credit.

2nd Year Prerequisite: Minimum 85% individual project grade in 2nd semester of Advertising & Graphic Design, 93% attendance in 1st year

2nd Year Curriculum Second year students will build on their foundation by expanding their two-dimensional design skills and advancing their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. Students will follow the AP syllabus to potentially receive AP credit in Studio Art.

College credit: An articulation agreement exists with the Metropolitan Community College and the Art Institute of America for up to 8 hours of college credit. --**Industrial Internship**

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C/W • AUTO COLLISION AND REPAIR TECHNOLOGY I* *Location: Herndon Bldg. B*

Grade: 11/12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Min 2.0 GPA; 90% attendance record; reading, writing, and math at 10th grade level; strong mechanical aptitude

Recommended: Industrial arts, metalwork, art, and computer skills

This course is the first year of a two-year program designed to prepare students for entry-level jobs repairing and refinishing collision damaged vehicles. Employment opportunities exist in automotive dealerships, independent repair shops, specialty shops or fleet operations. Emphasis is placed on classroom instruction during the first year of the program while students work toward industry-recognized certifications from the Inter-Industry on Auto Collision Repair (I-CAR), Pittsburg Paint and Glass (PPG), and Audatex Estimating System (ADP). Lab experiences develop personal pride and craftsmanship using hand tools, power tools, welding and refinishing equipment.

College credit: Agreements with the Metropolitan Community Colleges enable qualified students to earn up to 26 hours of college credit during the two-year Auto Collision Technology Program.

C/W • AUTO COLLISION AND REPAIR TECHNOLOGY II* *Location: Herndon Bldg. B*

Grade: 12

Credits: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Successful completion of Auto Collision and Repair Technology I with a minimum of a C grade and 90% attendance.

This course is the second year of a two-year program designed to further develop the skills needed for entry-level or advanced positions in the automotive collision industry. Employment opportunities demand trained technicians who can use the changing technology in the auto collision field. Students will spend the majority of their time in the lab mastering the technical skills necessary to repair customer-owned, late- model vehicles with collision damage.

College credit: Agreements with the Metropolitan Community Colleges enable qualified students to earn up to 26 hours of college credit during the two-year Auto Collision Technology Program.

--Industrial Internship

C/W • AUTOMOTIVE TECHNOLOGY I*

Location: Herndon Bldg. A

Grade: 11/12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Minimum 2.0 GPA; 90% attendance record; reading, writing, and math at the 10th grade level

Recommended: Basic technical writing course and power technology or equivalent course

This course is the first year of a two-year course intended to prepare students for entry-level jobs as technicians in maintenance and repair of passenger cars and light trucks. Students will have both classroom instruction and laboratory experiences with approximately 60% of the time devoted to classroom instruction. Proficiency in use of automotive service tools and instruction in the more advanced scientific and mechanical principles on the automobile will be an important part of the training experience.

C/W • AUTOMOTIVE TECHNOLOGY II*

Location: Herndon Bldg. A

Grade: 12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Successful completion of Automotive Technology I with a grade of C or better and 90% attendance.

This is the second year of a two-year course intended to prepare students for entry-level employment as technicians in the maintenance and repair of passenger cars and light trucks with special emphasis in the use of test equipment for the purpose of diagnosing engine malfunction, steering suspension and alignment adjustment, as well as air-conditioning repair. Approximately 75% of the students' time will be spent repairing customer-owned vehicles with special emphasis in the use of test equipment for the purpose of diagnosing engine malfunction Classroom instruction will involve the introduction of technical information pertaining to the power plant, power train, automotive electronics, transmissions, and automotive air conditioning. **--Industrial Internship**

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

C/W • INDUSTRIAL ENGINEERING I & II

Grade: 11/12

Location: Herndon Bldg. A

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Min 2.0 GPA; 90% attendance record; math, reading, & writing at 10th grade level

Recommended: Successful completion of Algebra II with a C or better. Students wanting to enroll in the 2nd year will need to successfully complete year one with a C or better and 90% attendance.

The Industrial Technician Program provides students with the knowledge and skills necessary to assemble, install, troubleshoot, repair and modify machinery and automated systems that are computer or electronically controlled in both manufacturing and facilities environments. This program also has extensive training in refrigeration/HVAC EPA certification and programmable logic controllers. Basic training will cover hydraulics, pneumatics, mechanical systems, electricity, relay logic, and print/schematic reading.

A hands-on approach, accompanied with classroom instruction characterizes this program. Instruction will involve applying engineering principals such as thermodynamics and electrical fundamentals using actual industry equipment. All aspects of the application of these principles will be demonstrated in various real-world applications.

C/W • CONSTRUCTION TECHNOLOGY*

Grade: 11/12

Location: Herndon Bldg. A

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Minimum 2.0 GPA; 93% attendance record; reading, writing, and math at the 10th grade level

Recommended: Industrial ~~technology~~arts-courses in wood, metal, electricity, and drafting

This is a one year course that provides instruction in these areas: Blueprint Reading, Basic Concrete Finishing, Structural Framing, Electrical, Plumbing, Interior Finishing, Roofing and the operation of Heavy Equipment. We promote safety with a ~~10-hour~~10-hour OSHA training program, and training in the proper operation of hand tools and power tools. We teach communication and employability skills to prepare students for the workplace. Students will acquire knowledge and develop technical skills through classroom instruction as well as planning and constructing related projects. Each of the areas consists of some hands-on training. ~~This is an Associated General Contractors of America certified program and also uses curriculum developed by the National Center for Construction, Education, and Research. This course uses the Carpenter Millwright curriculum and if completed can eliminate some entry level training and higher rate of pay at the start.~~ Students desiring more in-depth study may opt to return for a second year of training if space is available. The second-year program option may be offered to a limited number of students who meet the following criteria: ~~Career Ed instructor recommendation and evaluated aptitude for construction field as well as a grade of B or better and at least 93% attendance. Must meet the minimum Centers of Excellence Criteria of at least a B+ (90%) grade and 93% attendance.~~ (HCC instructor must approve student's plan prior to actual enrollment for 2nd year.)

College credit: An agreement with the Carpenters Apprenticeship Program enables students who meet specified requirements to receive apprenticeship hours for skills learned at HCC. Articulated college credit up to 12 hours are also available.

--Industrial Internship

C/W • COSMETOLOGY*

Grade: 12

Location: Herndon Bldg. A

Credit: 8 Units, 2 Semesters, 8 Hours & 20 minutes daily

Prerequisite: Min. 2.0 GPA; 90% attendance record; reading, writing and math at the 10th grade level. Applicants must have completed all high school graduation requirements (except Practical Arts electives) by the beginning of their senior year.

Recommended: Art, anatomy and physiology, biology, chemistry, business management and communications.

The Cosmetology program at Herndon Career Center prepares students for the Missouri State Board of Licensing examination and to become employed as a cosmetologist. The major study units of this 1,220-hour, full-day program are understanding the properties of hair and scalp; haircutting techniques; chemical applications; skin care and make up; nail care; personal

C = Career Course

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W = Weighted Grade Course

hygiene; business and professional ethics; safety, sterilization and sanitation methods; salesmanship and communication skills; and state laws and rules.

Expectations: Students are expected to purchase a salon kit totaling approximately \$1,000.00 and includes items that prepare students for the State Board of Cosmetology exam and giving them a foundation kit for entering the Cosmetology profession. There will also be other licensing fees for instruction during the year. Students are expected to have and wear approved uniforms daily and provide daily transportation for themselves to school (students may ride school transportation to school; however, they will have to arrange for personal transportation home every day due to the extended hours of instruction for Cosmetology). Students are also expected to work well in a team environment. Students in this program will begin the two weeks prior to the RQS first day of school in order to earn enough training hours to take the state board exam. **Students do not have to have a social security number in order to enroll in the course, but will need one in order to take the state board exam. A deposit of \$100 is due prior to May 15 if students are selected for this program.**

C/W • CULINARY ARTS*

Grade: 11/12

Location: Herndon Bldg. B

Credit: 3 units, 2 semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Minimum 2.0 GPA; 90% attendance record; reading and writing at the 10th grade level; Algebra I with a C grade or better. Applicants must successfully complete the Year-One ProStart curriculum if it is available at their high school or the equivalent food preparation curriculum. Applicants from high schools without ProStart curriculum available must complete an advanced foods and nutrition class with a min. B grade

Recommended: Foods and nutrition courses, health courses, business courses

Ever wanted to become a chef? Ever wanted to work anywhere in the world? Ever watched a cooking show and said I can do better?

The ideal student must have a solid foundation in introduction food classes. The classes can be but not limited to baking and food science, nutrition classes, culinary prep, and international foods classes. These are the classes that will help the future chef transition into the capstone classes at the Herndon Career Center.

The capstone classes offered The Herndon Career Center are under the umbrella of the National Restaurant Association called ProStart. ProStart is a two-year hospitality program that will develop the aspiring young leader in Restaurant skills that will lead them into college and career readiness.

ProStart offers a block of time that will teach students the foundation of the restaurant industry where they will apply advanced cooking methods while learning both front of the house restaurant standards and back of the house operations. The successful ProStart student will graduate with two national certifications. One being in safety and sanitation and the other is a Certificate of Achievement. Both tie in with many post-secondary culinary institutions know as articulation agreements, such as Johnson County Community College, Johnson and Wales, and Sullivan University

The ideal candidate will need to meet a criterion of 90% attendance, 2.0 GPA, be on track with all credits to graduate high school.

Expectations: Students will order a uniform to be worn during class. Students may occasionally be required to work after regular school hours in order to participate in catered events and FCCLA/ProStart activities. Student fees will be approximately \$130 to include a consumable materials charge, ServSafe certification, and uniform fee.

2nd Year Culinary Arts Special Topics

Students must meet the 90% minimum attendance rate and B average in order to return for the 2nd year of curriculum.

College credit: Successful students are eligible to earn up to seven hours of credit in the Johnson County Community College Culinary Arts program, up to 12 credit hours from the Arts Institute, 9 hours from Le Cordon Bleu and their affiliated colleges, 7 hours from Johnson and Wales.

--Industrial Internship

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W = Weighted Grade Course

C/W • DIESEL, INDUSTRIAL & AGRICULTURAL MECHANICS I*

Location: Herndon Bldg. B

Grade: 11/12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Minimum 2.0 GPA; 90% attendance record; reading, writing, and math at the 10th grade level; above average mechanical aptitude

Recommended: Industrial Technology courses

This course is the first year of a two-year program intended to prepare students as entry-level technicians working on heavy construction equipment, trucks, industrial plant vehicles, and agricultural equipment. Instruction will involve practice in the maintenance, service, repair, and overhaul of equipment such as engines, power trains, controls, and other components on buses, heavy trucks, and earth moving equipment, agricultural equipment, lift trucks, and stationary power plants. This course has a large percentage of graduates that enter directly into the diesel industry or post-secondary internships in the diesel mechanics field. Industry involvement is prevalent in this course.

College credit: Students can earn up to three hours of college credit at State Technical College.

C/W • DIESEL, INDUSTRIAL & AGRICULTURAL MECHANICS II*

Location: Herndon Bldg. B

Grade: 12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Successful completion of Diesel, Industrial, & Agricultural Mechanics I with a grade of C or better and 90% attendance

This course is the second year of a two-year program designed to prepare students as entry-level technicians working on heavy construction equipment, trucks, industrial plant vehicles, and agricultural equipment.

College credit: Students can earn up to 12 hours of college credit at State Technical College.

--Industrial Internship

C/W • EMERGENCY MEDICAL TECHNICIAN*

Location: Herndon Bldg. TBD

Grade: 12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Biology plus English & math at the 10th grade level

Recommended: Anatomy & Physiology

The Emergency Medical Technician program prepares the EMT student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include: an introduction to emergency medical services systems, roles and responsibilities of EMTs, anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting and providing patient transportation. This course is physically demanding and requires a studious student focused on gaining the knowledge and skills required to pass the EMT Basic exam. Clinical observations may be necessary after school hours and would require transportation to the site. Student fees will be approximately \$150 and include CPR, uniform, and required equipment. Students must turn 18 by May 1 of their senior year in order to take the EMT course.

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

C/W• FOUNDATIONS OF NURSING***Location: Herndon Bldg. C**

Grade: 12 (Grade 11 with recommendation) Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Minimum 2.0 GPA; 90% attendance record; Biology +, Chemistry or Principles of Biomedical Science with a C or better; reading, writing, & math at 10th grade level.

Recommended: Anatomy and Physiology, Intro to Health Careers, Chemistry, Psychology

This one-year program is designed for students to explore a career in Nursing and related health careers. This program includes classroom and hands on/clinical experiences. Classroom instruction includes anatomy, physiology, medical terminology and entry level nursing topics. Classroom instruction also includes American Heart Association CPR and First Aid certification. Students will learn and practice clinical skills in a controlled simulation lab. Students will then spend 100 hours at various long-term care facilities perfecting their clinical skills. Students will have opportunities to observe other health care professionals. Students who complete the program will have met the requirements to take the final examination to become a Certified Nurse Assistant (CNA). **The student must provide his/her own transportation to the clinical sites.** A background check will be required for clinical experiences as well as a TB skin test and physician's statement acknowledging the student can physically handle the required tasks to obtain the CNA. Students must have a social security number in order to get a background screening and meet the clinical site requirements. Uniforms will be required for clinical experiences, and paid for through student fees. ***Student contribution to course expenses could be up to \$~~170~~-190 (for equipment, scrubs, etc.).***

Students may elect to enroll in the course a second year to focus on Certified Med Technician certification. Enrollment is limited to two second-year students per section. Students must meet eligibility requirements including successful passing of the TABE test, 95% attendance at HCC (no unexcused), cumulative grade of 90% or higher, and instructor recommendation.

C/W• LAW ENFORCEMENT/POLICE SCIENCE I ***Location: Herndon Bldg. C**

Grade: 11/12

Credit: 3 units, 2 semesters, 3 Hours Daily, AM/PM sections

Prerequisite: Minimum 2.0 GPA, 90% attendance record; reading, writing and math at a 10th grade level

This course is a one year course and will provide students with knowledge in the field of law enforcement/police science and prepare them for continuing education and ultimately, employment in a related field. This course is designed to acquaint the student with historical perspectives of law enforcement and a variety of criminal justice career fields, including but not limited to: Crime Scene Investigation, Law Enforcement, Police Science, Patrol Theories and Report Writing, Legal Studies, and Leadership Competencies. Course content may include the discussion and viewing of some of man's worst crime scenes. Students will be exposed to use of force scenarios in which they must effectively decide whether to use force and what level of force is acceptable. Students will be exposed to real world scenarios which include language and actions consistent with law enforcement encounters. All are significant and vital to our past, present and future in the investigation of such crimes committed by our fellow man. The goal is to become increasingly aware of the social forces that shape our lives and gain insight into the many different aspects of law enforcement and how they influence society's views and opinions on how we deal with and handle the crimes of man. The atmosphere of this class is similar to a mini-police academy. Students will be expected to stand when an adult enters the classroom; they will participate in Roll Call and the Pledge each day. They will be expected to participate in Drill Procedures, and learn to march in unison.

C/W • WELDING/METAL FABRICATION I***Location: Herndon Bldg. A**

Grade: 11/12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Minimum 2.0 GPA; 90% attendance record; reading, writing and math at the 10th grade level

Recommended: Students should take basic drafting and metals classes if they are available at their high school

This course is the first year of a two-year program that prepares students to meet the American Welding Society's entry-level employment requirements or pursue post-secondary training. Laboratory work includes basic flame cutting, oxy-fuel welding

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and shielded metal arc welding of mild steels. Classroom instruction covers welding theory, terminology, techniques, measuring and mathematics. Safety, work ethic and employability skills are emphasized at all times.

Expectations: Students must supply their own protective *cotton* clothing (a long-sleeved work shirt, welding cap, above-the-ankle leather work boots, and jeans or coveralls in good condition). Students who wear glasses are recommended to purchase prescription safety glasses. Students are responsible to replace any equipment initially supplied by the school, such as gloves, helmet, goggles, pliers, etc. ~~Student fees will range from \$100—\$140 based on projects during class.~~ **Safety, work ethic, employability skills, quality of work and pride in workmanship are emphasized at all times.—**

American Welding Society Qualified Welder certification: All Herndon Welding students are eligible to obtain this certification in several areas based on instructor evaluation of student skill level. These tests and certifications are performed by an outside testing entity; the instructor does NOT certify students. Currently HCC is offering these certifications at no cost to the student (normally \$150 - \$500)!

Other Qualifications available: Students will have an opportunity to complete and receive a 10 Hour OSHA training and card (any absences during training cannot be made up and students will not receive the OSHA card). All senior students will take the ACT Work Skills test.

C/W • WELDING/METAL FABRICATION II*

Location: Herndon Bldg. A

Grade: 12

Credit: 3 Units, 2 Semesters, 3 Hours Daily, AM/PM Sections

Prerequisite: Successful completion of Welding/Metal Fabrication I with a grade of C or better and 90% attendance

This class is the second year of a two-year program that prepares students to meet the American Welding Society's entry-level employment requirements or pursue post-secondary training. Major units of study include advanced shielded metal arc welding (structural and pipe), plus gas metal arc welding, gas tungsten arc welding and plasma arc cutting on carbon, stainless steel and aluminum. Classroom instruction covers advanced welding theory, blueprint reading, and layout and fit-up. There is also an option as a second year student to attend all day as an enhancement of the welding skills. Students wanting to explore this option will discuss with the instructor the requirements necessary to become an all-day student along with expectations required with the enhanced training. Not ALL students will be eligible for this option. **Safety, work ethic, employability skills, quality of work and pride in workmanship are emphasized at all times.**

Expectations: Students considering a career in welding should plan to purchase their own welding tools and supplies for use in the program. The cost of these items is approximately \$150. Additional expectations are noted in Welding/Metal Fabrication I above.

--Industrial Internship

C • SPECIAL TOPICS*

Grade: 12

Credit: 1 1/2 unit per Semester 1 or 2 Semesters, 3 Hours Daily

This course is designed for students who wish to develop higher-level skills. It will be offered to students who have successfully completed their program or are currently enrolled in the advanced level. **The Herndon instructor, director and sending school counselor must approve enrollment in Special Topics.** The instructor will provide an individual syllabus for each student. Required supplies are the responsibility of the student.

SUMMIT TECHNOLOGY ACADEMY

Summit Technology courses are offered as a daily 2 hour and 5 minute block at the Summit Technology Academy Campus, 777 NW Blue Parkway, LSMO (www.sta.lsr7.org) SUMMIT TECHNOLOGY ACADEMY at The Missouri Innovation Campus Building, 1101 NW Innovation Parkway, Lee's Summit, MO (STA.LSR7.org). All courses are pending Lee's Summit Board of Education approval

*Denotes Missouri Innovation Campus (MIC) program, which is a progressive initiative by the University of Central Missouri, Metropolitan Community Colleges, as well as numerous business partners such as Cerner Corporation, DST, Burns & McDonnell, Black & Veatch, McCown Gordon, Gould Evans, UMB Bank, SAIC and GEHA. The selection of students to be part of the MIC will encompass numerous steps. Each step of the student's plan towards a bachelor's degree will include industry immersion with local businesses that are in need of developing a skilled workforce. MIC students must meet more rigorous standards, such as a 3.0 unweighted GPA, 95% attendance, and appropriate Accuplacer or ACT scores. For more information visit, <http://ucmo.edu/mic> or ask your guidance counselor.

Denotes a **Project Lead the Way (PLTW) course, which is a nationally recognized engineering and biomedical and computer science curriculum being offered through numerous school districts. Students can advance through a sequence of courses such as Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture (CEA), in order to access the capstone engineering courses at STA. Likewise students can advance through Principles of Biomedical Science and Human Body Systems in order to access the capstone course of Medical Interventions/Biomedical Innovation. Ask your Guidance Counselor about information regarding PLTW or go to www.pltw.org. Courses marked with double asterisk (**) are approved Project Lead the Way courses.

PROJECT LEAD THE WAY (PLTW) PLTW ENGINEERING ELECTIVE COURSES

(Students need to choose 2 of 3 courses (DE, CIM, AE) to make a full-year selection.)

W/DC/C • DIGITAL ELECTRONICS (DE) PLTW★**

Grade: 11-12, Credits: 1.5 units

Dual Credit: UCM ET 1026, ET 1050 (8 hrs credit for eligible students)

Prerequisite: GPA: 2.5 cumulative or **better/higher**; Attendance: 90% or **better/higher**; Math: Algebra I, B- or higher; Reading/Writing: 10th grade level

Recommended: Average Math and Engineering grade: B- or higher; Internet access outside of class is highly recommended.

Geometry, Internet access outside of class is highly recommended.

Prerequisite for PLTW Member Schools: Introduction to Engineering Design, Principles of Engineering

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Course Description: This fast-paced, college level course in applied logic gives students the opportunity to learn how computers/logic circuits think and control the world around us. Students will use applied math to understand the logic behind the circuits, as well as computer simulation software to design and test digital circuitry prior to the actual construction of the circuits. Students will have the opportunity to learn everything from basic electronic circuit design, logic circuit design, all the way up to and including programming and interfacing with microcontrollers, which includes robot applications. Student can expect to use the engineering design process to think critically and independently solve open-ended problems.

W/DC/C • COMPUTER INTEGRATED MANUFACTURING™ (CIM) PLTW ✪**

Grade: 11-12 Credits: 1.5

Dual Credit: UCM ENGT 1012 (2 hrs credit for eligible students)

Prerequisite: GPA: 2.5 cumulative or ~~better~~higher; Attendance 90% or ~~better~~higher: Algebra I with a B- or higher. Reading/Writing: 10th grade level.

~~Average Math and Engineering grade: B- or higher; Reading/Writing: 10th grade level~~

Prerequisite for PLTW Member Schools: Introduction to Engineering Design (IED), Principles of Engineering (POE)

Recommended: Average Math and Engineering grade: B- or higher~~Geometry, Internet access outside of class is highly recommended.~~

Course Description: This exciting course provides students with the fundamentals of computerized manufacturing technology in a global perspective. Students will have individual and team projects in the follow areas of manufacturing. Computer Modeling-using a three dimensional, solid modeling software package with mass property analysis and design interface tools. CNC Equipment-understanding the machinery and tools and their operating and programming aspects. CAM Software-converting computer generated geometry into a program to drive CNC machine tools. Robotics- robotic arm programming and how they are used for materials handling and assembly operations. Flexible Manufacturing Systems-working in teams to design manufacturing work-cells and table top factory simulations. The students will interact with industry experts and should expect to be challenged with ideation and creation of projects while working within a set of constraints.

W/C • AEROSPACE ENGINEERING™ (AE) PLTW ✪**

Grade: 11-12 Credits: 1.5

Prerequisites: GPA: 2.5 cumulative or higher. Attendance: 90% or higher. Algebra II with a B- or higher. Reading/Writing: 10th grade level.

Prerequisite for PLTW Member Schools: –Introduction to Engineering Design (IED), Principles of Engineering (POE)

Recommended: Average Math and Engineering grade: B- or higher; Physics (completed or concurrent enrollment). Internet access outside of class is highly recommended. ~~GPA: 2.5 cumulative or higher. Attendance: 90% or higher.~~

Course Description: This course provides students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution of aircraft, space vehicles and their operating systems. In the classroom, students will engage in creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures. Students will build and test airfoils, gliders and model rockets as well as fly a plane in a flight simulator program. Students can expect to work with and/or be mentored by professionals in the aviation/aerospace career field from around the Greater Kansas City metropolitan area.

PLTW ENGINEERING CAPSTONE COURSES

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

W/C • ENGINEERING DESIGN AND DEVELOPMENT™ (EDD) PLTW**

Grade: 12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Prerequisite: GPA: 2.5 cumulative or better/higher; Attendance: 90% or better/higher; Math: Algebra II, B- or better/higher.

Prerequisite for PLTW Member Schools: Introduction to Engineering Design (IED), Principles of Engineering (POE), and a B or better-higher average in all mathematics and PLTW courses, namely Digital Electronics (DE), Computer Integrated Manufacturing (CIM), Aerospace Engineering (AE) **or** Civil Engineering/Architecture (CEA).

Recommended: Average Math and Engineering grade: B- or higher; Pre-Calculus (completed or concurrent enrolment) OR Physics with a B or higher

~~**Course Description:** This is a full-year engineering research course in which students work on two major engineering projects as well as a research topic during the year.~~

Fall Semester (EDD) student design teams work on an open-ended problem in which they research, design, and construct a solution. –Students apply principles developed in the four preceding courses, learn advanced physics applications, and are guided by engineering mentors. Design teams must present progress reports, submit a final written report, and defend their solutions to a panel of Kansas City area engineering professionals at the end of the fall semester.

Spring Semester the Engineering Field Experience (EFE) Prerequisite: B- or better-higher in EDD, and a B- or better-higher in the mathematical activities as presented by the instructor throughout EDD. The Engineering Field Experience (EFE) Course-course requires that students (AM section only) travel two days per week to Lee’s Summit City Hall, Public Works Engineering Department. The engineering staff at HDR travels to STA on two days per week. LSPW department assigns a city infrastructure project to the AM students. HDR provides instruction on the essentials of wastewater treatment plant design. Students will learn the fundamental concepts of structures, and fluid mechanics which will be applied directly to the projects at LSPW and HDR.

COMPUTER SCIENCE COURSES

W/DC/C • NETWORK ENGINEERING I & II ★

Grade: 11-12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: UCM Net 1060, 1061, 2060, and 2061 (3 hrs credit each course for eligible students) ~~or State-wide Articulated Credit~~

Prerequisite: GPA: 2.5 cumulative or better/higher; Attendance: 90% or better/higher; Math: Algebra I, B- or better/higher; Reading/Writing: 10th grade level; Other requirement: Keyboarding, minimum 30 WPM. Outside-class High Speed internet/home internet access is required and a fully functional laptop or desktop system (i.e. NOT a Chromebook).

Recommended: Computer Hardware and Operating Systems I (offered in a traditional format or through R7 Online); Algebra II

Fall Semester: The course introduces the architecture, structure, functions, components and models of the Internet and other computer networks. It uses the OSI and TCP/IP layered models to examine the roles of protocols and services. This includes the principles and structure of IP addressing, LAN and WAN specifications, and network management

C = Career Course

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which provide a foundation for the course. ~~Hands-Hands-~~on and simulation based activities in this course assist with the configuration, operation, and troubleshooting of routers and switches in a small to medium sized internetwork. ~~This course helps the student prepare for the Cisco Certified Entry Network Technician certification exam. This semester course encompasses 2 additional college classes (6 college credits) in order to prepare the student for the Cisco Certified Entry Network Technician certification exam.~~

Spring Semester This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design, implement, and secure enterprise and wide area networks. This includes functionality, configuration, and troubleshooting of inter-VLAN routing, VLANs, WLANs as well as wide area networking technologies. ~~This course encompasses 2 additional college classes (6 college credits) in order to prepare the student for the Cisco Certified Network Associate certification exam.~~

~~This course helps the student prepare for the Cisco Certified Network Associate certification exam.~~

W/DC/C • **CYBER SECURITY**

Grade: 12, Credits: 1.5 units

Dual Credit: MCC CSIS 272 (CSIS 110 is a prerequisite for this course)

Prerequisite: Network Engineering I/II

Course Description: This course teaches students the skills needed to obtain entry-level security specialist jobs. It provides a hands-on introduction to network security. Students in the course will examine, design and implement security rules and policies that govern corporate networks. This course helps the student prepare for the CompTIA Security+ and the CCNA Security certification exams.

W/DC/C • **SOFTWARE DEVELOPMENT I & II** * -

Grade: 11-12 Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: MCC CSIS 123, 222, 223 (available to eligible students)

MCC requires Accuplacer placement into Math 31 or higher OR an equivalent ACT score

Prerequisite: GPA: -2.5 cumulative or better/higher; Attendance: -90% or better/higher; Math: -Algebra II, B- or better/higher or previous programming knowledge; Reading/Writing: 10th grade or higher; Home-home internet access is required; keyboarding minimum 30 WPM. ~~MCC requires Accuplacer placement into Math 40 or equivalent ACT score~~

Recommended: One of the following courses: PLTW Computer Science & Software Engineering OR PLTW Computer Science Principles OR CHAOS I OR Database Management I (offered through R7 Online)

Fall Semester: Students will learn structured programming techniques, proper program design and object-oriented programming concepts and skills using the C++ programming language. Topics include basic object-oriented programming, events, logic structures and simple input/output techniques.

Spring Semester: Using the Java programming language, the student will focus on structured programming techniques, proper program design and object-oriented programming concepts and skills. The capstone project will provide students a unique opportunity to practice agile-based software development from application design to delivery - skills that are in high-demand in today's job market.

INTERNSHIPS

W/DC/C • **INTERNSHIP IN MIC** *

~~AM ONLY,~~

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W = Weighted Grade Course

Grade: 12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: ~~Varies by cohort program (see MIC Chart)~~

Prerequisite: ONLY AVAILABLE TO STUDENTS WHO STARTED IN MISSOURI INNOVATION CAMPUS PROGRAM PRIOR TO THEIR JUNIOR YEAR

Course Description: This course is for students who will be completing an internship through one of the MIC business partners. Student will attend STA either first or second semester and will take a dual credit course through MCC as part of this course. Students should enroll in this course for the entire year.

W/C • INTERNSHIP IN STEM CAREERS

Grade: 12 Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Prerequisite: unweighted GPA of 3.0 or better/higher; 95% attendance or higher

Requirements for Placement: ~~±~~ Gained technical experience through sending high school programs OR completed an STA program as a junior. Students interested in an internship such as Cerner Scholars should apply for Internship in STEM Careers program. Selection for Cerner Scholars positions is ultimately up to Cerner.

Course Description: This course/internship offers students a chance to earn high school credit for a unique, problem-based learning experience in a highly competitive work environment in the areas of science, technology, engineering and math (STEM). Students will secure an internship in an area that matches their chosen area of focus. Interns will work collaboratively to solve a variety of relevant problems, as well as participate in real-work and job exploration activities. At the completion of the program, interns will demonstrate their communication and collaborative skills through a senior exposition. **Student must provide their own transportation.**

HEALTH SCIENCES COURSES PLTW BIOMEDICAL CAPSTONE COURSE

W/DC/C • MEDICAL INTERVENTIONS™/BIOMEDICAL INNOVATION™ PLTW**

Grade: 11-12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual/College Credit: Missouri S&T Bio Sci 1993 & 1983 (3 hrs credit each course for students completing the course with a B- or higher and receiving a 6 or higher score on the EOC). Scholarships and college credit are available at selected Universities across the U.S.

Prerequisite: GPA: 2.5 cumulative or better; Attendance: 90% or better/higher; ~~a background check and a TB test~~ **home internet access is required.**

Course Prerequisite: PLTW Principles of Biomedical Science and PLTW Human Body Systems preferred **OR** two of the following science courses: biology, chemistry, anatomy and physiology, or other related sciences with a ~~C~~-B- or higher.

Learner Profile: independent learner; able to apply knowledge to new situations and concepts; strong desire to pursue a career in medicine; ability to read and synthesize college-level materials

Course Description:

Medical Interventions™ Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of the Smith family. ~~The course is a “how-to” manual for maintaining overall health and homeostasis in the body as students explore~~ Students conduct experiments while exploring how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Students are exposed to the wide range of interventions related to bacterial infections, surgery, genetic engineering, pharmacology, medical devices, and diagnostics. Students study real world medical problems through laboratory experiences. **A background check and TB test is necessary for hospital lab placements.**

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

*Biomedical Innovation*TM In this capstone course students design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They apply their prior knowledge and skills to solve problems related to Bio-Medical science. Students may work with a mentor or advisor from a university, hospital, physician's office, as they complete an Independent Research Project of their own choosing. Students present their Independent Research Project at GKSEF and Union Station. Scholarships are awarded to top winners. Other course topics include: problems in emergency medicine, forensic autopsy, human anatomy and physiology, molecular biology, epidemiology, and water quality. **Students completing all four PLTW Biomedical course receive a white coat at the end of the year ceremony**

HEALTH SCIENCE COURSES

W/DC/C • PROFESSIONAL NURSING

Grade: 12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: MCC BIO 150 (2 credit hours for eligible students); UCM NUR 1700/-2710, and NUR 2000 (4 hours credit for eligible students)

Prerequisite: GPA: 2.5 cumulative or better/higher; Attendance: 90% or better/higher; Math: Algebra I, C or better/higher; Reading/Writing: 10th grade level; Biology and Chemistry, C or better/higher

Requirements for Clinical Placement: Upon approval in the program, a negative Drug-drug screening and TB skin test (at student's expense), background check and proof of immunizations

Recommended: Anatomy/Physiology (completed or concurrent enrollment); Chemistry II; Algebra II; College Prep English

Course Description: This course is designed to prepare senior students, who have identified nursing as a clear career goal, for a collegiate registered nursing program. Students will learn through classroom instruction and practice in a clinical skills lab. Major units of study include nursing history and career exploration, pharmaceutical math, CPR/First Aid, nursing skills, and medical terminology. The course will introduce students to the nursing process, nursing documentation, effective communication skills and medical ethics, and NCLEX-RN style assessment questions. Students will learn and use APA style in the production of a research paper. Dual college credit options are subject to change based on instructor qualifications and college requirements. **Students must provide their own transportation for clinical experiences.**

W/DC/C • ALLIED HEALTH ACADEMY

Grade: 11-12, Credit: ~~1.5~~ 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: MCC BIOL 150 Medical Terminology & ALHT 100 Introduction to Health Care Careers (2 hours credit each course) MCC requires Accuplacer placement into Math 40 or higher Eng. 101, and no reading recommendation OR an equivalent ACT score.

Prerequisite: GPA: 2.5 cumulative or better/higher; Attendance: 90% or better/higher; -Accuplacer placement into Math 110+, English 101, and no reading recommendation or equivalent ACT scores. Other requirements: Algebra I, Biology or Chemistry, with a C or better/higher

Recommended: Anatomy/Physiology; Psychology

REQUIREMENTS for Internship Placement: Upon approval in the program, a negative drug screen and TB skin test results (at student expense), background check and proof of immunizations.

Course Description: This program is for juniors and seniors interested in learning more about allied ~~Allied health~~ Health careers or who would like to enter college healthcare programs after graduation. Students will be engaged in hands-on skills lab work and projects related to Dental Assisting; Health Information Technology; Occupational Therapy/Occupational Therapy Assistant; Paramedic/EMT; Physical Therapy/Physical Therapy Assistant; Radiologic

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Technology and Respiratory Care, Surgical Technology, Nursing, Polysomnography, Chiropractic, Athletic Training, Laboratory, Pharmacy, and other ~~allied-Allied health-Health~~ career fields throughout the year. In addition, students will have opportunities to gain industry credentials such as Basic Life ~~Support-Saver~~ CPR training ~~for Healthcare Providers~~ and HIPAA credentials. **Students will have to provide transportation ~~periodically during the year~~ in order to accommodate outside lab experiences and internships.**

CREATIVE SCIENCES COURSES-ARTS AND COMMUNICATIONS COURSE

W/DC/C • DIGITAL MEDIA TECHNOLOGY

Grade:

11-12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: UCM COMM 1275 Intro to Media Tech and COMM 1519 Media Aesthetics (4 credit hours for eligible students)

Prerequisite: GPA: 2.5 cumulative or better/higher; Attendance: 90% or better/higher; Math: Algebra I, C or better/higher; Reading/Writing: 10th grade level; one credit in Fine Arts.

Recommended: Computer Applications or Programming; proficiency in keyboarding.

Course Description: The Digital Media Technology program at Summit Technology Academy gives students an opportunity to explore and prepare for careers Arts, Audio/Video Technology, and Communications. Students will focus on the complete video and audio production workflow from pre-production through post production. They will work in teams to integrate music, graphics, and video technologies in entrepreneurial projects for their schools and/or communities. Students have the opportunity to prepare for an industry-recognized certification in Apple Final Cut Pro.

HUMAN SERVICES AND FINANCE COURSES

W/DC/C • TEACHER EDUCATION ACADEMY

Grade: 12, Credit: 3 units

Dual Credit: UCM EDFL 2100 Introduction to the Teaching Profession & EDFL DX 2150 Introduction to Field Experience (3-4 hours credit for eligible students)

Prerequisite: GPA: 2.5 cumulative or better/higher; Attendance: 95% or better/higher; Math: Algebra I, C or better/higher; Reading/Writing: 10th grade level, one full credit of child development: pre-school and parenting, child and adolescent psychology, psychology, or sociology; home internet access is required.

Course Prerequisites: ~~Any one full credit of child development: pre-school and parenting, child and adolescent—psychology, psychology, or sociology.~~

Course Description: The Teacher Educator Academy is designed for students who are considering the elementary/secondary teaching profession or a career as a corporate educator. The course offers students the opportunity to put theory into action through classroom work and practicum. Students will develop skills and professionalism needed to succeed as an educator as they work directly with students/adults in the practicum. Each student is assigned to a district school within the high school attendance boundaries or to a corporate education department. A blended instructional model of classroom and online learning is used to deliver instruction and to provide opportunities for students to develop their beliefs and philosophy of education. Students will participate in Educators Rising as part of the course requirements. **Student ~~must provide their own~~ will need transportation.**

W/DC/C • INTERNATIONAL STUDIES ACADEMY

Grade: 11-

12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: UCM POLS 2535 Model Nations (3 hours credit for eligible students)

Prerequisite: GPA: minimum 2.5 cumulative or better/higher, Attendance: 90% or better/higher. Completed or enrolled in at least level two Modern Language Course; **home internet access is required.**

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Course Description: Upon successful completion of the Summit International Studies Academy (SISA), the requirements will be met for Modern Global Issues. If a student drops out of SISA, they must take Modern Global Issues. This course is designed for students who are passionate about world cultures, languages, and diversity. Through service projects and possible internships, students will meet and work with refugees and recent immigrants, applying content knowledge to actual, meaningful situations. A Rotary Interact club is embedded into the class which requires students to complete additional service projects on an international scale. Students will also participate in Model UN by writing position papers and studying the political/social/economic environments of individual countries. They should also be comfortable using technology, presenting in front of groups, and understand the expectations of professionalism. Students will work in teams to prepare cultural presentations for real business clients and learn about being a professional. Students in this program will be working for a student-run cultural consulting firm, Global Prep Squad where they will be providing cultural services to real business customers and clients. SISA is a flexible classroom environment that simulates a realistic intercultural consulting company. Student grades are determined through a unique system where students receive a simulated salary and bonuses. Students in this program are expected to think for themselves and be able to manage projects on their own. **Student will need to make arrangements for transportation to off-site presentations optional internships, and rides home from STA on predetermined dates. Please speak with administration if you have any transportation concerns.**

W/DC/C • HOSPITALITY TOURISM MANAGEMENT PROGRAM I & II

Grade: 11-12, Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: Missouri State University (MSU) HRA 210 & HRA 215 (3 hours credit each course for eligible students)

Prerequisite: GPA: 2.5 cumulative or better/higher, Attendance: 90% or better/higher. Math: Algebra I, B- or better/higher; Reading/Writing: 10th grade level

Recommended: Introduction to Human Services (offered traditional or through R7 Onlineonline), Introduction to Hospitality (START), Foods 1/Culinary Foundations, ~~Travel & Tourism~~

Fall Semester: HTMP I introduces the hospitality and tourism industry on a global scale with a large focus on diversity. The program provides students with broad-based learning on the tasks, knowledge, and skills required by anyone wishing to build a career within the hospitality and tourism industry. The course incorporates the best of modern technology with a selection of online coursework, simulations and hands-on learning. This course is based on project based learning, where students will be presented with problems from hospitality professionals in the community, come up with a solution, present it to the industry professional and possible assist in the solution. Students are also able to network with individuals in their field. ~~This course provides the instruction for students to earn certification as a Certified Guest Service Professional (CGSP®), Certified Front Desk Representative, or Certified Restaurant Server.~~ The course also helps the students prepare for the Certified Hospitality & Tourism Management Professional (CHTMP) certification. Students will also serve as ambassadors and tour guides for groups coming in to see the programs at STA. This allows them hands on experience in hospitality. Students will be required to attend a few after school events as ambassadors.

Spring Semester: HTMP II prepares students for entry level jobs in the hospitality and tourism industry. The content focuses on the leadership and managerial aspects, responsibilities, knowledge, and skills required by an entry-level leader in the hospitality and tourism industry. Students are required to complete 100 hours of paid or unpaid work experience in one or more of the following qualifying positions: Accommodations, Food & Beverage, Transportation, or Attractions. Once the workplace experience is met, students are eligible for a professional certification from the American Hospitality Lodging Educational Institute. This designation is recognized internationally, and is called the Certified Hospitality & Tourism Management Professional (CHTMP).

EXECUTIVE W/DC/C • BUSINESS FINANCE AND FINTECH (pending BOE approval)

Grade: 11-12 Credits: 3 units, 1.5 Fall Semester, 1.5 Spring Semester

Dual Credit: UMKC- ECON 201 Introduction to Macroeconomics (3 hrs. for eligible students)

Learner Profile: independent learner; able to apply knowledge to new situations and concepts; strong desire to pursue a career in finance; ability to read and synthesize college-level material

Dual Credit: TBD

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

PREREQUISITE: GPA: 2.5 cumulative or better/higher; Attendance: 90% or better/higher; Math: Algebra I, B- or higher; B- or higher in Accounting-Business: one full credit in Business; Reading/Writing: 10th grade level; home internet access required.

Recommended: Accounting, Introduction to Business

This dynamic program is for students interested in learning advanced concepts in finance and financial technology (FinTech) careers and would like to enter college finance programs after graduation with a competitive advantage. Students will be immersed in problem-based and project-based instruction that mirrors the current financial industry related to the following areas: Risk Management, Data Analysis (BIG DATA), Financial Technology (Fintech), Financial Modeling, Understanding Balance Sheets and P&L Statements, Economics, Communication Skills, Corporate Finance, Commercial Banking, Investment Management and -Financial Advisory Insurance. This program allows internship and shadowing opportunities in financial career fields. Students will utilize the best of modern technology with a selection of online coursework, simulations and hands-on learning. ~~Students will have to provide transportation in order to accommodate outside lab experiences and internships.~~

The Missouri Innovation Campus

~~Crossing the stage and receiving a diploma is an important milestone for a high-school senior. Combine this with an innovative program that accelerates the time it takes to earn a college degree in addition to working in a high-demand internship, and you are left with a well-equipped high-school graduate. As a result of participating in one of the Missouri Innovation Campus (MIC), students not only receive their associate degree soon after earning their high-school diploma, they are on track to earn a bachelor's degree just two years after graduating from high school. The MIC is a progressive initiative by the University of Central Missouri, Metropolitan Community College, the Lee's Summit R-7 School District, community organizations and businesses partners, such as the ones shown in the table below. This program is designed to revolutionize the way students learn and work, while bridging the gap between skills and workforce demands. The path for students to be admitted into the MIC program will encompass numerous steps. **It starts with applying to Summit Technology Academy.** Each step of the student's plan towards a baccalaureate degree will include academic support and internship support from the staff of MIC. The students' industry immersion will be structured towards a specific career field that is best matched with each student. MIC students must meet more rigorous standards. The details below will give students a glimpse into each of the 4 programs.~~

Interested students must meet the following requirements:

- ~~• Meet the minimum requirements for MIC programs — 3.0 unweighted GPA and 95% attendance and appropriate ACT (18 or higher) OR appropriate Accuplacer score (must not place in remedial courses)~~
- ~~• Meet the minimum requirements for the appropriate programs at Summit Technology Academy~~
- ~~• Commit to providing own transportation to internship sites and college classes~~
- ~~• Commit to completing high school graduation requirements except for 4th English credit and elective credit prior to senior year~~

UCM Bachelor of Science Degree	Systems Engineering- Technology	Design & Drafting	Computer Science— Software Development	Cyber Security
Junior Year STA Program Name	Network Engineering I/II	PLTW Digital Electronics/CIM	Software Development I/II	Network Engineering I/II
Prerequisites	B- or better in Algebra + CSIS 110 (summer course)	B- or better in IED/POE or CADD classes	B- or better in Algebra II or programming classes Database Management + Online (available through R7 Online)	B- or better in Algebra II CSIS 110 (summer course)

C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

Internship Locations	Cerner, DST, St. Luke's, GEHA, AOS, R7 Technology Dept, SAIC	Burns & McDonnell, Black & Veatch, Kiewit, LSR7 Facilities, Gould Evans, McCown Gordon, DLR Group	UMB, Commerce Bank, Cerner, DST, Perceptive Software, SAIC	AOS, SAIC, NIC, Lead Bank, Federal Reserve Bank, Cerner, DST
Accuplacer Placement Scores	Math 110 (degree requires Math 120 College Algebra); ENGL 101; No required reading courses	Math 120 College Algebra (degree requires Math 180 Calculus); ENGL 101; No required reading courses	Math 120 College Algebra (degree requires Math 175 Calculus for Business); ENGL 101; No required reading courses	Math 120 College Algebra; ENGL 101; No required reading courses
Senior Year Dual Credit @ STA on M-W-F only	CSIS 170 LAN Princ of Info Assurance	CSIS 110 Comp Science-Info Systems	CSIS 161 Networking-Fundamentals	CSIS 123 Programming-Fundamentals

Frequently Asked Questions: <http://ucmo.edu/mic> **Program Descriptions:** <http://sta.lsr7.org>

Contact Info:

Stan Elliott, Director of Mo. Innovation Campus	Karen Dexter, Innovation Coach	Carol Hull, Internship Coordinator
elliott@ucmo.edu	dexter@ucmo.edu	chull@ucmo.edu
660-543-8256	660-543-8257	816-394-3016

C = Career Course

DC = Eligible for college credit through one of many different means

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CAREER AND EDUCATIONAL PLANNING

GUIDANCE AND COUNSELING

The counseling and guidance program is an integral part of the total education program. As part of the total continuing education process, its components are identifiable, accountable, and focus on all children rather than just those who would seek out the counselor.

Based on individual, family, school, and community needs, the developmental guidance program is delivered through the direct components of the guidance curriculum, individual planning system, and responsive services. Indirect services supporting the total educational process are also provided by the guidance and counseling program.

As a comprehensive and developmental educational program, the guidance and counseling program is responsible for assisting all students in:

- personal/social development
- educational planning and development
- career exploration and planning

The guidance and counseling program provides responsive services designed to aid individuals in resolving problems which prevent their healthy development or which require remedial attention. Additionally, the guidance and counseling program provides a systematic plan to help each student monitor and direct his/her own educational, vocational, and personal development. Finally, the guidance and counseling program includes system support activities designed to establish, maintain, and enhance the total program.

Guidance and counseling services are available in grades 6-12. There are full time counselors in the middle and high school guidance offices to assist students with their academic, career, and personal-social interests and concerns. In addition to counseling, materials are available concerning areas of occupation or college information. Each student is encouraged to visit with their counselor. As part of the continuing guidance services offered to students as they graduate, exit surveys and one and five-year follow-up surveys are conducted. Information gathered includes documentation of graduate plans for the future. It also provides information relative to graduates continuing the paths they initially planned. All surveys collect information on the quality of education provided and how helpful it was in preparing graduates for further education and careers. Finally, this service offers updated demographic information on our graduates.

HOW TO DEVELOP YOUR PERSONAL PLAN OF STUDY

Students develop a personal plan of study during their 8th grade year and are encouraged to develop a program of studies that will assist them in reaching their educational and occupational goals. Advisory is designed to provide an ongoing relationship between a staff member and a student, as well as the other students in the advisory. The focus of this relationship is continual improvement and success for the student. The goals achieved will include the research, development, and on-going review of a Personal Plan of Study for each student; improved study and test taking skills; and team building. The courses outlined on the following pages are designed to guide students in selecting the subjects that will lead them toward achieving their goals. The Personal Plan of Study worksheet is included in the back of this document for your convenience.

We suggest that you:

- review all requirements for graduation
- read the information given about each course
- refer to the Program of Study developed with your advisor

MISSOURI CONNECTIONS AND CAREER AND EDUCATIONAL PLANNING

“What do you want to do after high school?” That is a question that is asked of our students a multitude of times over the course of their public school education. It’s a question that is not easily answered, due to the enormous number of possible post-secondary alternatives that are currently available to our students. Technological advances and global competition have transformed the nature of both education and work. Tomorrow’s jobs will require more knowledge and training, highly developed 21st Century Skills, technological skills, and more flexible workers than ever before. Our students need to be prepared for, and informed of, the reality of several job and career changes over the course of their lifetimes. They need to understand that they will have to continually update their knowledge and skills, which may require additional training and/or education.

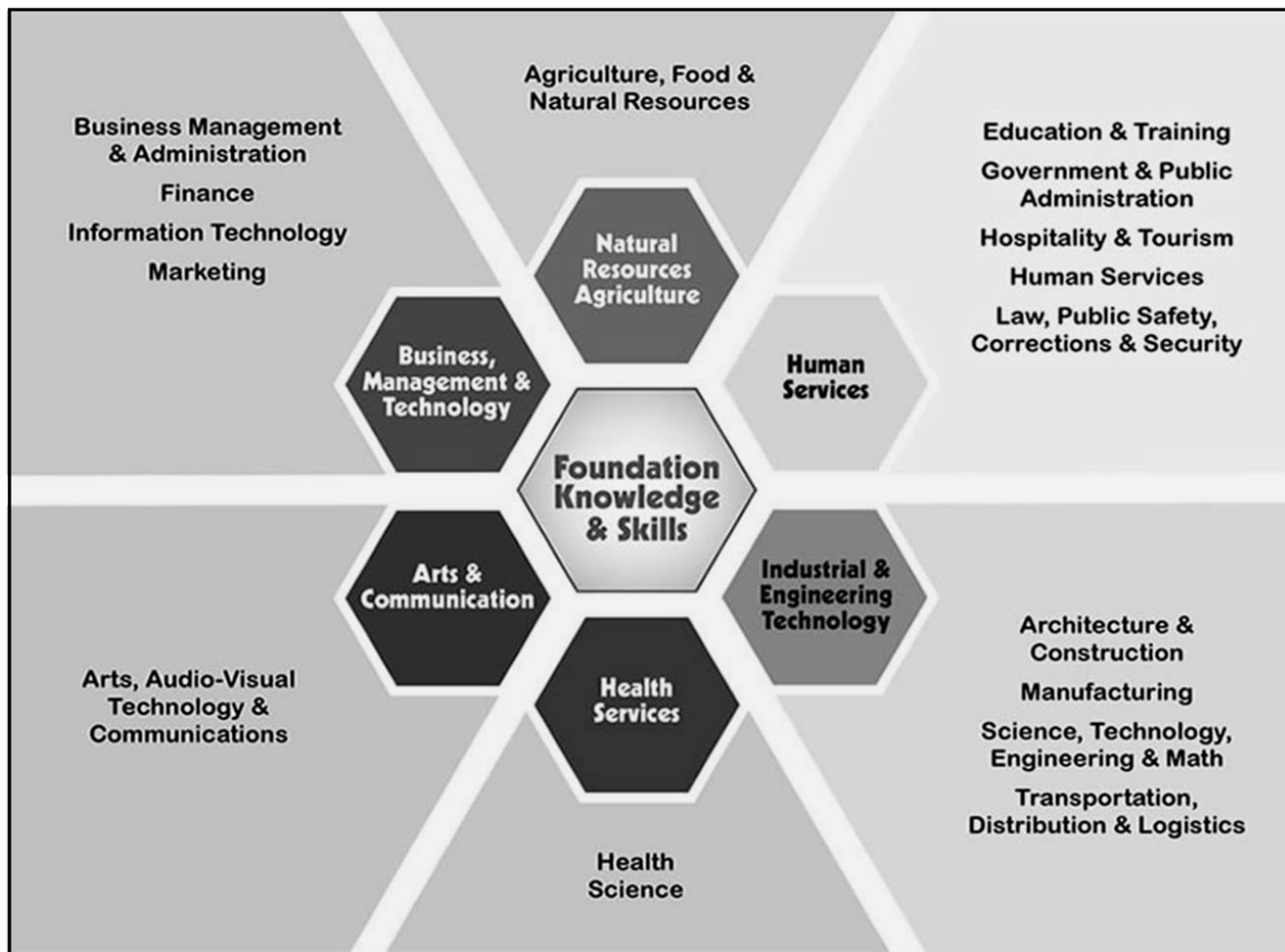
The Raytown School District offers a wide array of courses and experiences to its students. As students review course offerings and activities, we hope to guide them in choosing coursework and experiences that are relevant to their future goals.

In planning for post-secondary goals, students should start with examining where their own interests and talents lie. This can be accomplished in many different ways within the school district; researching middle and high school classes of interest, taking interest and skill inventories, participating in career fairs offered, and taking advantage of the many extra-curricular and enrichment activities available. The school district uses the Missouri Connections online program (www.missouriconnections.org) for interest assessments and to explore the variety of options students have beyond high school.

Using the results of career assessments students create their personal plan of study for their high school years and beyond. School counselors, advisory teachers, instructional teachers, and other district personnel, are available to guide students and parents in this important planning process. The planning process is critical to not only meeting graduation requirements, but also to taking the coursework that will ultimately lead to a successful post-secondary transition.

The following program of study templates, serve as a guide, along with other career planning materials, to help students develop their personal plans of study. Courses listed within these programs of study templates are recommended coursework only and should be individualized to meet each learner’s educational and career goals.

CAREER PATHS AND CLUSTERS



C = Career Course

DC = Eligible for college credit through one of many different means

W = Weighted Grade Course

PURPOSE OF CAREER CLUSTERS

Career paths are clusters of occupations/careers grouped according to participants' interests and talents or skills. All paths include a variety of occupations that require different levels of education and training. Thus, career paths provide a plan for all students, whatever their interests, abilities, talents, or desired levels of education. Selecting a career path provides a student with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue. The focus of career paths is on helping students choose a career path, not a specific occupation. Selecting a career path is not a lifelong commitment; it is a place to begin focusing one's energies. As students take different courses and learn more about themselves and careers, they will probably change career paths. Students who understand the career paths concept will be aware that there are a variety of other related possibilities if the first path no longer fits them. If different career paths become more interesting, the students can reevaluate plans, make appropriate decisions, and revise their high school plans as necessary.

The 16 Career Clusters is an organizing framework for careers based on common knowledge and skills. The clusters assist students and educators in tailoring coursework and experiences that will best prepare them for success in their chosen career areas. The clusters provide depth to Missouri's six Career Paths, which have been used by educators for years with younger students, and the clusters further narrow with pathways that describe a more specific collection of careers.

Raytown's students complete career exploration assessments starting in the 8th grade. This is a way the student can identify an initial career path choice. Counselors and Advisory teachers will then use this information to assist students in making course selections and developing a five-year plan.

In choosing a career path, students should:

1. Identify your interests, abilities, and talents.
2. Identify the career path or cluster that relates to your interests, abilities, and talents.
3. Explore occupations in those career paths or clusters.
4. Decide how much education you want to receive after high school.
5. Develop a personal plan of study by selecting courses and co-curricular activities that relate to your career educational and career goal.
6. If undecided regarding a career path or cluster, choose courses from different career areas to give you a better idea of your interests.

CAREER PLANNING COMMON LANGUAGE

Guidance and Counseling Missouri Department of Elementary and Secondary Education 2015

Individual Student Planning Vocabulary

Career Awareness: Gaining knowledge of career paths and job opportunities and the skills and qualifications necessary to be successful.

Career Exploration: Process of learning about yourself and the world of work and developing and effective strategies to realize your goals.

Career Paths and Career Clusters: Six career paths branch into 16 career clusters to provide a progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.

Career Pathways: The 16 career clusters diverge into 78 career pathways.

Career Planning: On-going processes that can help you manage your learning and career development.

School Counseling Grade Level Expectations (GLEs): The systematic, sequential and developmentally appropriate set of knowledge, skill and understanding for the K-12 school counseling curriculum.

Individual Student Planning: The process of on-going educational and career-planning services that helps all students develop personal plans of study organized around programs of study and their personal, career, and educational goals.

Life Career Development: Self-development over the life span through the integration of roles, settings, and events of a person's life.

Missouri Career Education: A collection of resources provided on Missouri Department of Elementary and Secondary Education website. <http://dese.mo.gov/college-career-readiness/careereducation>

Missouri Connections: A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create résumés.

Personal Plan of Study (PPOS): A student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster and their educational goals. Initiated in the eighth grade, it is designed to insure a successful post-secondary transition. The key component of the Individual Student Planning Process.

Program of Study (POS): Secondary-to-postsecondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to attain a postsecondary degree or industry-recognized certificate or credential.

- **Process:** Missouri currently uses a 10 step process for the development of Programs of Study that is aligned with federal guidelines which includes creation of POS templates and secondary/post-secondary curriculum alignment.
- **Template:** The model or form developed by schools that lists courses, occupations and additional learning opportunities to help students develop their personal plan of study. The completion of the POS template does not infer that the POS process has been completed.

Individual Planning Vocabulary

Guidance and Counseling

Missouri Department of Elementary and Secondary Education

August, 2011

Definition and Purpose:-

Guidance Grade Level Expectations (GLEs): The systematic, sequential and developmentally appropriate set of knowledge, skill and understanding for the K-12 guidance curriculum.

Life Career Development: Self-development over the life span through the integration of roles, settings, and events of a person's life.

Individual Planning: The process of on-going educational and career planning services that helps all students develop personal plans of study organized around programs of study and their personal, career, and educational goals.

C = Career Course

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Program of Study (POS): Secondary to postsecondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to attain a postsecondary degree or industry recognized certificate or credential.

Process: Missouri currently uses a 10 step process for the development of Programs of Study that is aligned with federal guidelines which includes creation of POS templates and secondary/post-secondary curriculum alignment. This process is currently under review at the state level.

Template: The model or form developed by schools that lists courses, occupations and additional learning opportunities to help students develop their personal plan of study. The completion of the POS template does not infer that the POS process has been completed.

Career Paths (6) Clusters (16) Career Pathways (78): A progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.

Missouri Connections: A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create résumés.

QUESTIONS AND ANSWERS ABOUT CAREER CLUSTERS

What steps are involved in choosing a career?

- Identify your interests, abilities, and talents.
- Consider the possible career in each cluster in relationship to those interests, abilities and talents.
- Decide which career seems to fit you the best.
- Select courses that are related to the career you've chosen

How can parents and other interested adults help?

- Help students identify interests, abilities, and talents by discussing strengths with them.
- Share information about careers and work experiences.
- Arrange for students to talk with people about careers that are of interest.

What if a student changes his or her mind?

- A career choice is not a permanent commitment.
- As students have new experiences, they will learn new things about themselves and may change career paths.
- If a student decides on a new career path, he or she can discuss it with a counselor and adjust future course selections accordingly.



Raytown Quality Schools
Natural Resources Agriculture
Career Cluster Program of Study
www.raytownschools.org

Minimum Graduation Requirements		SUGGESTED COURSE OF HIGH SCHOOL STUDY					
		It is suggested that students consider advanced placement opportunities for postsecondary credit. Courses in <i>italics</i> are recommended, not required.					
Grade	English (4 cr)	Math (3 cr)	Science (3 cr)	Social Studies (3 cr)	Required Courses, Elective Options	Career Training	Additional Learning Opportunities
Secondary	9	English I	Algebra I or Geometry or Enriched Geometry	Physical Science	American History	Fine Arts 1 cr Health (Wellness) ½ cr Practical Arts ½ cr Physical Education 1 cr Band Choir Orchestra	School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other: _____ Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other: _____ Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other: _____ Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other: _____
	10	English II or Enriched Eng II	Geometry or Enriched Geometry or Algebra II Or Enriched Algebra II	Biology	World History	Personal Finance ½ cr Band Choir Orchestra	
	11	English III or Expository Writing	Algebra II or Enriched Algebra II or College Algebra or Pre-Calculus	Chemistry or Physics or Genetics or Geology	American Government	American Literature 20 th Century American Literature Band Choir Orchestra	
	12	English IV or Senior Composition		AP Biology College Chemistry		8 ½ elective credits must be completed to graduate Composition 110 Band Choir Orchestra	Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other: _____

◆ Articulated Credit ◆ Dual Credit ◆ Dual Enrollment ◆ Embedded Credit ◆ Credit by Examination HCC= Herndon Career Center STA= Summit Technology Academy ◆ Contact HCC 816.268.7150

C = Career Course
 DC = Eligible for college credit through one of many different means
 W = Weighted Grade Course

Postsecondary Offerings – For A Complete Listing, go to www.missouriconnections.org			
Community College	Technical School/Training Institution	In State	Out of State/Other
<p>Postsecondary</p> <p>Crowder College www.crowder.edu</p> <p>East Central College www.eastcentral.edu</p> <p>Jefferson College www.jeffco.edu</p> <p>Linn State Technical College www.linnstate.edu</p> <p>Metropolitan Community College www.mccc.edu</p> <p>Mineral Area College www.mineralarea.edu</p> <p>North Central Missouri College www.ncmissouri.edu</p> <p>Ozarks Technical Community College www.otc.edu</p> <p>St. Louis Community College www.stlcc.edu</p> <p>State Fair Community College www.sfccmo.edu</p> <p>Three Rivers Community College www.trccc.edu</p>	<p>Columbia Area Career Center www.career-center.org</p> <p>Davis Hart Career Center www.mexicoschools.net</p> <p>Eldon Career Center www.eldoncareercenter.org</p> <p>Hannibal Career and Technical Center www.hannibal.tcc.mo.us</p> <p>Kirksville Area Tech Center www.kirksville.k12.mo.us</p> <p>Moberly Area Tech Center www.moberly.k12.mo.us</p> <p>Ranken Tech College www.ranken.edu</p> <p>Waynesville Technical Academy www.waynesville.k12.mo.us</p>	<p>A.T. Skill University of Health Sciences www.atsu.edu</p> <p>Avila University - www.avila.edu</p> <p>Central Methodist University www.centralmethodist.edu</p> <p>College of the Ozarks - www.coto.edu</p> <p>Columbia College - www.ccis.edu</p> <p>Culver-Stockton College www.culver.edu</p> <p>Drury University - www.drury.edu</p> <p>Evangel University - www.evangel.edu</p> <p>Fontbonne Univ - www.fontbonne.edu</p> <p>Hannibal-Lagrange College - www.hlc.edu</p> <p>Lincoln University - www.lincolnu.edu</p> <p>Lindenwood University www.lindenwood.edu</p> <p>Maryville University of St. Louis www.maryville.edu</p> <p>Missouri Baptist Univ - www.mobap.edu</p> <p>MO Southern State University www.mssu.edu</p> <p>Missouri State University www.missouristate.edu</p> <p>Missouri State University – West Plains www.wp.missouristate.edu</p> <p>MO Univ of Science & Technology www.mst.edu</p> <p>Missouri Valley College www.moval.edu</p>	<ul style="list-style-type: none"> Apprenticeship Military On-the-Job Training <p>Petropolis Academy of Grooming & Training - www.petropolisacademy.com</p> <p>Midwest Institute www.midwestinstitute.com</p>
<p>Sample Careers By Educational Level – For Occupational Specialties, go to www.careerclusters.org or www.missouriconnections.org</p>			
<p>On-The-Job Training or Less</p> <p>Animal Caretakers</p> <p>Animal Trainers</p> <p>Bakers</p> <p>Commercial Fishers</p> <p>Farm and Ranch Workers</p> <p>Farm Equipment Mechanics</p> <p>Farmers</p> <p>Food Processing Workers</p> <p>Log Graders and Sealers</p> <p>Loggers</p> <p>Meat Cutters</p> <p>Mining Machine Operators</p> <p>Nursery Workers</p> <p>Rock Splitters</p> <p>Trash Collectors</p> <p>Veterinary Assistants</p> <p>Water Treatment Plant Operators</p>	<p>Technical Training or Associate Degree</p> <p>Fish and Game Wardens</p> <p>Forestry Technicians</p> <p>Precision Agriculture Technicians</p>	<p>Bachelors Degree</p> <p>Agricultural Engineers</p> <p>Agricultural Scientists</p> <p>Animal Scientists</p> <p>Conservation Scientists</p> <p>Farm and Home Management Advisors</p> <p>Food Scientists</p> <p>Foresters</p> <p>Park Naturalists</p> <p>Zoologists</p>	<p>Masters Degree or More</p> <p>Agricultural Sciences Teachers, Postsecondary</p> <p>Animal Scientists</p> <p>Farm and Home Management Advisors</p> <p>Veterinarians</p> <p>Zoologists and Wildlife Biologists</p>

C = Career Course
DC = Eligible for college credit through one of many different means
W = Weighted Grade Course



Raytown Quality Schools
Arts, AV Technology & Communications
Career Cluster Program of Study
www.raytownschools.org

Minimum Graduation Requirements		SUGGESTED COURSE OF HIGH SCHOOL STUDY						
		It is suggested that students consider advanced placement opportunities for postsecondary credit. Courses in <i>italics</i> are recommended, not required.						
Grade	English (4 cr)	Math (3 cr)	Science (3 cr)	Social Studies (3 cr)	Required Courses, Elective Options	Career Training	Additional Learning Opportunities	
Secondary	9	Algebra I or Geometry or Enriched Geometry	Physical Science	American History	Fine Arts 1 cr Health (Wellness) ½ cr Practical Arts ½ cr Physical Education 1 cr Debate/Forensics Theatre Arts I Band or Choir or Orchestra		School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other: <hr/> Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other: <hr/> Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other: <hr/> Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other: <hr/> Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other:	
	10	Geometry or Enriched Geometry or Algebra II Or Enriched Algebra II	Biology	World History	Personal Finance ½ cr Intro to Visual Art Graphic Design Pottery I Draw & Paint Photography Debate/Forensics Advanced Debate/Forensics Theatre Arts I or II Band or Choir or Orchestra	<i>Electronic Journalism</i> <i>School Newspaper</i> <i>School Yearbook</i> <i>Fashion Merchandising</i> <i>Housing & Interior Design</i>		
	11	Algebra II or Enriched Algebra II or College Algebra or Pre-Calculus	Chemistry or Physics or Genetics	American Government	American Literature 20 th Century Am Literature Intro to Visual Art Graphic Design Pottery I Draw & Paint Photography Debate/Forensics Advanced Debate/Forensics Theatre Arts I, II, or 1-12 Band or Choir or Orchestra	<i>Electronic Journalism</i> <i>School Newspaper</i> <i>School Yearbook</i> <i>Advertising Display Art (HCC)</i> <i>Digital Media Technology (STA)</i>		
12	English IV or Senior Composition	AP Biology or College Chemistry			8 ½ elective credits must be completed to graduate Composition 110 <i>Intro to Visual Art</i> Graphic Design Pottery I Draw & Paint Photography Debate/Forensics Advanced Debate/Forensics Theatre Arts I, II, or 1-12 Band or Choir or Orchestra	<i>Electronic Journalism</i> <i>School Newspaper</i> <i>School Yearbook</i> <i>Advertising Display Art (HCC)</i> <i>Advertising Display Art, Independent Study Year 2 (Optional) Program or Specific Topic (HCC)</i> <i>Digital Media Technology (STA)</i>		

◆ Articulated Credit * Dual Credit ■ Dual Enrollment † Embedded Credit ● Credit by Examination HCC= Herndon Career Center STA= Summit Technology Academy ✱ Contact HCC 816.268.7150

Postsecondary Offerings - For A Complete Listing, go to www.missouriconnections.org				
Community College	Technical School/Training Institution	In State	Out of State/Other	
<p>Crowder College www.crowder.edu</p> <p>East Central College www.eastcentral.edu</p> <p>Jefferson College www.jeffco.edu</p> <p>Linn State Technical College www.linnstate.edu</p> <p>Metropolitan Comm College www.mccc.edu</p> <p>Mineral Area College www.mineralarea.edu</p> <p>Moberly Area Comm College www.macc.edu</p> <p>Ozarks Tech Comm College www.otc.edu</p> <p>St. Charles Comm College www.stchas.edu</p> <p>St Louis Community College www.slcc.edu</p> <p>State Fair Community College www.sfcmo.edu</p> <p>Three Rivers Comm College www.trcc.edu</p>	<p>Cape Girardeau Career/Tech Center www.cape.k12.mo.us/ccd/default.htm</p> <p>Clinton Technical School www.clinton.k12.mo.us/its.php</p> <p>Davis Hart Mexico Technical School www.mexicoschools.org</p> <p>Eldon Career Center www.eldoncareercenter.org</p> <p>Four Rivers Technical Center www.washington.k12.mo.us</p> <p>Franklin Tech - ISSU www.ftcopolin.com</p> <p>Gibson Tech Ctr - www.wolves.k12.mo.us/gtc</p> <p>Hannibal Career and Technical Center www.hannibaltec.mo.us</p> <p>Hemdon Career Center www.hemdoncareercenter.com</p> <p>Hillaryrd Tech Center - www.hillaryrdtech.com</p> <p>Kirksville Area Technical Center www.kirksville.k12.mo.us</p> <p>Lake Career and Technical Center www.camdentonschools.org</p> <p>Lex La-Ray Tech Ctr - www.lexington.k12.mo.us</p> <p>Moberly Area Tech Ctr - www.moberly.k12.mo.us</p> <p>Nichols Career Center - www.jpss.k12.mo.us</p> <p>Perryville Area Career/Tech Center www.mineralarea.edu</p> <p>Ranken Technical College - www.ranken.edu</p> <p>Rolla Technical Institute - www.rolla.k12.mo.us</p> <p>Waynesville Technical Academy www.waynesville.k12.mo.us</p>	<p>Avila University - www.avila.edu</p> <p>Bryan College - www.bryancollege.com</p> <p>Central Methodist University www.centralmethodist.edu</p> <p>College of the Ozarks - www.coto.edu</p> <p>Columbia College - www.cccis.edu</p> <p>Culver-Stockton College - www.culver.edu</p> <p>DeVry University - www.devry.edu</p> <p>Drury University - www.drury.edu</p> <p>Evangel University - www.evangel.edu</p> <p>Everest College www.everest-college.com</p> <p>Fontbonne Univ - www.fontbonne.edu</p> <p>Hannibal-Lagrange College - www.hlg.edu</p> <p>Harris-Stowe State Univ - www.hssu.edu</p> <p>Hickey College www.hickeycollege.edu</p> <p>Lincoln University - www.lincoln.edu</p> <p>Lindenwood Univ - www.lindenwood.edu</p> <p>Maryville Univ of St. Louis www.maryville.edu</p> <p>Messenger College www.messengercollege.edu</p> <p>Missouri Baptist Univ - www.mobap.edu</p> <p>Missouri College www.missouri-college.com</p> <p>MO Southern State Univ - www.mssu.edu</p> <p>Missouri State University www.missouristate.edu</p>	<p>Missouri State University – West Plains www.wsp.missouristate.edu</p> <p>Missouri Valley College - www.moval.edu</p> <p>Missouri Western State University www.missouriwestern.edu</p> <p>Northwest Missouri State University www.nwmissouri.edu</p> <p>Ozark Christian College - www.occ.edu</p> <p>Park University - www.park.edu</p> <p>Patricia Stevens College www.patriciastevenscollege.edu</p> <p>Rockhurst University - www.rockhurst.edu</p> <p>Saint Louis Univ - www.imagine.stu.edu</p> <p>Sanford-Brown College www.sanford-browncollege.com</p> <p>Southeast MO State Univ - www.semo.edu</p> <p>Southwest Baptist Univ - www.sbu.edu</p> <p>Stephens College - www.stephens.edu</p> <p>Truman State Univ - www.truman.edu</p> <p>Univ of Central MO - www.ucmo.edu</p> <p>Univ of MO – Columbia - www.missouri.edu</p> <p>Univ of MO – Kansas City - www.umkc.edu</p> <p>Univ of MO – Rolla - www.umr.edu</p> <p>Univ of MO – St Louis - www.umsl.edu</p> <p>Vatterott Coll - www.vatterott-college.edu</p> <p>Washington University - www.wustl.edu</p> <p>Webster University - www.websteruniv.edu</p> <p>William Jewell College - www.jewell.edu</p> <p>William Woods University www.williamwoods.edu</p>	<ul style="list-style-type: none"> Apprenticeship Military On-the-Job Training <p>American College of Technology www.acot.edu</p> <p>Baptist Bible College - www.baptist.edu</p> <p>Barbizon School of Clayton www.barbizonomodelling.com</p> <p>Broadcast Center www.broadcastcenterinfo.com</p> <p>Calvary Bible College and Theological Seminary - www.calvary.edu</p> <p>Central Bible College - www.cbcc.edu</p> <p>Colorado Technical University www.coloradotech.com</p> <p>Court Report Academy www.thecourtreportingacademy.com</p> <p>ITT Technical Institute www.itt-tech.edu</p> <p>Kansas City Art Inst - www.kcal.edu</p> <p>Midwestern Baptists Theological Seminary - www.mbtts.edu</p> <p>Missouri Tech – www.motech.edu</p> <p>National American University www.national.edu</p>
Postsecondary				
Sample Careers By Educational Level - For Occupational Specialties, go to www.careerclusters.org or www.missouriconnections.org				
On-The-Job Training or Less	Technical Training or Associate Degree	Bachelors Degree	Masters Degree or More	
<p>Actors</p> <p>Bookbinders and Bindery Workers</p> <p>Camera/Photographic Equipment Repairers</p> <p>Communications Equipment Mechanics</p> <p>Costume and Wardrobe Specialists</p> <p>Dancers</p> <p>Fine Artists</p> <p>Floral Designers</p> <p>Movie Projectionists</p> <p>Musical Instrument Repairers and Tuners</p> <p>Musicians and Singers</p> <p>Painting, Coating, and Decorating Workers</p> <p>Photographers</p> <p>Potters</p> <p>Printing Press Operators</p> <p>Proofreaders</p> <p>Ushers and Ticket Takers</p>	<p>Audio and Video Equipment Technicians</p> <p>Broadcast Technicians and Sound Engineering Techs</p> <p>Camera Operators, Film and Video Editors</p> <p>Choreographers</p> <p>Communications Equipment Mechanics</p> <p>Computer, Automated Teller, & Office Machine Repairers</p> <p>Desktop Publishers and Page Layout Workers</p> <p>Directors - Stage, Motion Pictures, Television, and Radio</p> <p>Electronic Home Entertainment Equipment Installers/Repairers</p> <p>Fashion Designers and Interior Designers</p> <p>Fine Artists, Including Painters, Sculptors, and Illustrators</p> <p>Multi-Media Artists and Animators</p> <p>Music Directors</p> <p>Poets, Lyricists and Creative Writers</p> <p>Producers</p> <p>Radio Mechanics and Operators</p> <p>Telecommunications Equipment Installers and Repairers</p>	<p>Agents and Business Managers</p> <p>Animators and Multi-media Artists</p> <p>Art Directors and Talent Directors</p> <p>Broadcast News Analysts and News Reporters</p> <p>Copy Writers, Technical Writers and Editors</p> <p>Directors - Stage, Motion Pictures, Television, and Radio</p> <p>Film and Video Editors</p> <p>Graphic Designers</p> <p>Industrial Designers</p> <p>Interpreters and Translators</p> <p>Multi-Media Artists and Animators</p> <p>Museum Technicians and Conservators</p> <p>Music Composers, Directors, and Arrangers</p> <p>Poets, Lyricists and Creative Writers</p> <p>Proofreaders and Copy Markers</p> <p>Reporters and Correspondents</p> <p>Set and Exhibit Designers</p> <p>Vocational Education Teachers, Postsecondary</p>	<p>Art, Drama, and Music Teachers, Postsecondary</p> <p>Communications Teachers, Postsecondary</p> <p>English Language and Literature Teachers, Postsecondary</p> <p>Historians</p> <p>Librarians</p>	

C = Career Course
DC = Eligible for college credit through one of many different means
W = Weighted Grade Course



Raytown Quality Schools
Business Management & Technology
Career Cluster Program of Study
www.raytownschools.org

Minimum Graduation Requirements		SUGGESTED COURSE OF HIGH SCHOOL STUDY						
		It is suggested that students consider advanced placement opportunities for postsecondary credit. Courses in <i>italics</i> are recommended, not required.						
Grade	English (4 cr)	Math (3 cr)	Science (3 cr)	Social Studies (3 cr)	Required Courses, Elective Options	Career Training	Additional Learning Opportunities	
Secondary	9	English I	Algebra I or Geometry or Enriched Geometry	Physical Science	American History	Fine Arts 1 cr Health (Wellness) ½ cr Practical Arts ½ cr Physical Education 1 cr Debate <i>Photography or Graphic Design Band or Choir or Orchestra</i>	Business Fundamentals Desktop Publishing Computer Apps Travel & Tourism	School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other. Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other. Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other. Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other. Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other.
	10	English II or Enriched Eng II	Geometry or Enriched Geometry or Algebra II Or Enriched Algebra II	Biology	World History	Personal Finance ½ cr Business Fundamentals <i>Applied Economics I & II</i> Accounting I & II Travel & Tourism Business Technology I Business Law Marketing I <i>Debate or Advanced Debate</i> <i>Photography or Graphic Design Band or Choir or Orchestra</i>	Web Design Programming I & II Desktop Computer Apps	
	11	English III or Expository Writing	Algebra II or Enriched Algebra II or College Algebra or Pre-Calculus	Chemistry or Physics or Genetics or Geology or Anatomy & Phys.	American Government	American Literature <i>20th Century Am Literature</i> <i>Applied Economics I & II</i> Accounting I & II Entrepreneurship Business Technology I Personal Business Law Travel and Tourism Marketing I & II <i>Debate or Advanced Debate</i> <i>Photography or Graphic Design Band or Choir or Orchestra</i>	Web Design Computer Apps Desktop Programming III	
	12	English IV or Senior Composition				8 ½ elective credits must be completed to graduate Composition 110 <i>Applied Economics I & II</i> Accounting I & II Entrepreneurship Business Technology I Business Law Travel and Tourism Marketing I & II <i>Debate or Advanced Debate</i> <i>Photography or Graphic Design Band or Choir or Orchestra</i>	Marketing Internship	

Postsecondary Offerings – For A Complete Listing, go to www.missouriconnections.org				
Community College	Technical School/Training Institution	In State	Out of State/Other	
<p>Crowder College www.crowder.edu</p> <p>East Central College www.eastcentral.edu</p> <p>Jefferson College www.jeffco.edu</p> <p>Metropolitan Community College www.mccc.edu</p> <p>Mineral Area College www.mineralarea.edu</p> <p>Moberly Area Community College www.maacc.edu</p> <p>North Central Missouri College www.ncmissouri.edu</p> <p>Ozarks Technical Comm College www.ots.edu</p> <p>St. Charles Community College www.stchas.edu</p> <p>St Louis Community College www.slcc.edu</p> <p>State Fair Community College www.sfcmo.edu</p> <p>Three Rivers Community College www.trcc.edu</p>	<p>Cape Girardeau Career/Tech Center www.cape.k12.mo.us/cc/default.htm</p> <p>Clinton Tech School www.clinton.k12.mo.us</p> <p>Eldon Career Center - www.eldoncareercenter.org</p> <p>Franklin Technology- MSSU www.ftcjoplin.com</p> <p>Grand River Technical School www.grts.org</p> <p>Hillyard Technical Center www.hillyardtech.com</p> <p>Kirkville Area Tech Center www.kirkville.k12.mo.us</p> <p>Lex La-Ray Tech Center www.lexington.k12.mo.us</p> <p>Moberly Area Tech Center www.moberly.k12.mo.us</p> <p>Northwest Tech School - www.maryville.k12.mo.us</p> <p>Pike-Lincoln Tech Center www.pltc.k12.mo.us</p> <p>Ranken Tech College - www.ranken.edu</p> <p>Saline County Career Center www.marshallschools.com/scsc</p> <p>Sikeston Career and Technology Center www.sikeston.k12.mo.us</p>	<p>Avila University - www.avila.edu</p> <p>Baptist Bible College - www.bapist.edu</p> <p>Bryan College - www.bryancollege.com</p> <p>Central Methodist University www.centralmethodist.edu</p> <p>College of the Ozarks - www.coto.edu</p> <p>Columbia College - www.ccis.edu</p> <p>Culver-Stockton College - www.culver.edu</p> <p>DeVry University - www.devry.edu</p> <p>Drury University - www.drury.edu</p> <p>Evangel University - www.evangel.edu</p> <p>Everest College - www.everest-college.com</p> <p>Fontbonne Univ - www.fontbonne.edu</p> <p>Hannibal-Lagrange College - www.hlg.edu</p> <p>Harris-Stowe State Univ - www.hssu.edu</p> <p>Hickey College - www.hickeycollege.edu</p> <p>Lincoln University - www.lincoln.edu</p> <p>Lindenwood Univ - www.lindenwood.edu</p> <p>Maryville Univ of St. Louis www.maryville.edu</p> <p>Messenger College www.messengercollege.edu</p> <p>Missouri Baptist Univ - www.mobap.edu</p> <p>Missouri College www.missouricollege.com</p> <p>MO Southern State Univ - www.mssu.edu</p> <p>Missouri State University www.missouristate.edu</p> <p>Missouri State University – West Plains www.wpl.missouristate.edu</p>	<p>Missouri Western State University www.missouriwestern.edu</p> <p>Northwest Missouri State University www.nwmissouri.edu</p> <p>Park University - www.park.edu</p> <p>Patricia Stevens College www.patriciastevenscollege.edu</p> <p>Rockhurst University - www.rockhurst.edu</p> <p>Saint Louis University www.imagine.stu.edu</p> <p>Sanford-Brown College www.sanford-browncollege.com</p> <p>Southeast MO State Univ - www.semo.edu</p> <p>Southwest Baptist Univ - www.sbu.edu</p> <p>Stephens College - www.stephens.edu</p> <p>Truman State Univ - www.truman.edu</p> <p>Univ of Central MO - www.ucmo.edu</p> <p>Univ of MO – Columbia - www.missouri.edu</p> <p>Univ of MO – Kansas City - www.umkc.edu</p> <p>Univ of MO – Rolla - www.umr.edu</p> <p>Univ of MO – St Louis - www.umsl.edu</p> <p>Univ of Phoenix - www.phoenix.edu</p> <p>Vatterott College www.vatterott-college.edu</p> <p>Washington University - www.wustl.edu</p> <p>Webster University - www.websteruniv.edu</p> <p>Westminster College www.westminster-mo.edu</p> <p>William Jewell College - www.jewell.edu</p> <p>William Woods University www.williamwoods.edu</p>	<ul style="list-style-type: none"> Apprenticeship Military On-the-Job Training <p>Colorado Technical University www.coloradotech.com</p> <p>Darby School www.darbybyschool.com</p> <p>Grantham University www.grantham.edu</p> <p>ITT Technical Institute www.itt-tech.edu</p> <p>Metro Business College www.metrobusinesscollege.edu</p> <p>MVC Computer & Business School www.mvcschool.com</p> <p>National American University www.national.edu</p> <p>TechSkills www.techskills.com</p> <p>Texas County Technical Institute www.texascountytech.edu</p>
Postsecondary				
<p>Sample Careers By Educational Level – For Occupational Specialties, go to www.careerclusters.org or www.missouriconnections.org</p>				
<p>On-the-Job Training</p> <p>Billing Clerks</p> <p>Bookkeeping and Accounting Clerks</p> <p>Computer Operators</p> <p>Copy Machine Operators</p> <p>Couriers and Messengers</p> <p>Data Entry</p> <p>File Clerks</p> <p>General Office Clerks</p> <p>Human Resources Assistants</p> <p>Interviewing Clerks</p> <p>Mail Clerks</p> <p>Order Clerks and Stock Clerks</p> <p>Payroll and Timekeeping clerks</p> <p>Receptionists</p> <p>Secretaries</p> <p>Shipping and Receiving Clerks</p> <p>Typists</p>	<p>Technical Training or Associate Degree</p> <p>Court Reporters</p> <p>First-Line Supervisors/Managers</p> <p>General and Operations Managers</p> <p>Production and Operating Workers</p>	<p>Bachelors Degree</p> <p>Administrative Services Managers</p> <p>Advertising Managers</p> <p>Business Executives</p> <p>Computer and Information Systems Managers</p> <p>Employee Training Specialists</p> <p>Employment Interviewers and Recruiters</p> <p>Human Resources Managers</p> <p>Job Benefits and Analysis Specialists</p> <p>Management Analysts</p> <p>Market Research Analysts</p> <p>Meeting and Convention Planners</p> <p>Property and Real Estate Managers</p> <p>Public Relations Managers, Specialists</p> <p>Purchasing Manager and Sales Managers</p> <p>Regulatory Affairs Specialists</p> <p>Social and Community Services Managers</p> <p>Storage and Distribution Managers</p>	<p>Masters Degree or More</p> <p>Business Teacher, Postsecondary</p> <p>Chief Executives</p> <p>Controller, Treasurers</p> <p>Economists</p> <p>Medical and Health Services Managers</p> <p>Operations Research Analysts</p> <p>Statisticians</p>	

◆ Articulated Credit ◆ Dual Credit ◆ Dual Enrollment ◆ Embedded Credit ◆ Credit by Examination HCC= Herndon Career Center STA= Summit Technology Academy ◆ Contact HCC 816.268.7150

C = Career Course
DC = Eligible for college credit through one of many different means
W = Weighted Grade Course



Minimum Graduation Requirements		SUGGESTED COURSE OF HIGH SCHOOL STUDY					
		It is suggested that students consider advanced placement opportunities for postsecondary credit. Courses in <i>italics</i> are recommended, not required.					
Grade	English (4 cr)	Math (3 cr)	Science (3 cr)	Social Studies (3 cr)	Required Courses, Elective Options	Insert Career Center Name	Additional Learning Opportunities
Secondary	9	English I	Algebra I or Geometry or Enriched Geometry	Physical Science	American History	Fine Arts 1 cr Health (Wellness) ½ cr Practical Arts ½ cr Physical Education 1 cr Photography Graphic Design Band or Choir or Orchestra	School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other. Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other. Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other. Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other. Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other.
	10	English II or Enriched Eng II	Geometry or Enriched Geometry or Algebra II Or Enriched Algebra II	Biology	World History	Personal Finance ½ cr Psychology Abnormal Psych Sociology Inter. Child Development First Aid Photography Graphic Design Band or Choir or Orchestra	Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other. Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other. Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other.
	11	English III or Expository Writing	Algebra II or Enriched Algebra II or College Algebra or Pre-Calculus	Chemistry or Physics or Anatomy & Phys. or Genetics	American Government	American Literature 20 th Century American Literature Psychology Abnormal Psych Sociology Adv Child Development First Aid Photography Graphic Design Band or Choir or Orchestra	Foundations of Nursing (HCC) Biomedical Innovation (STA) Medical Interventions (STA) Pre-Professional Nursing (STA) Relationships
	12	English IV or Senior Composition		AP Biology or College Chemistry or Anatomy & Phys.	Psychology Abnormal Psych Sociology	8 ½ elective credits must be completed in order to graduate Composition 110 Inter. Child Development First Aid Photography Graphic Design Band or Choir or Orchestra	Foundations of Nursing (HCC) Foundations of Nursing: Independent Study Year 2 (Optional) Program or Specific Topic (HCC) Biomedical Innovation (STA) Medical Interventions (STA) Pre-Prof Nursing (STA)

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Postsecondary Offerings - For A Complete Listing, go to www.missouriconnections.org .			
Community College	Technical School/Training Institution	In State	Out of State/Other
Crowder College www.crowder.edu East Central College www.eastcentral.edu Jefferson College www.jeffco.edu Metropolitan Comm College www.mccc.edu Mineral Area College www.mineralarea.edu Moberly Area Comm College www.macc.edu North Central MO College www.ncmissouri.edu Ozarks Tech Comm College www.otc.edu St. Charles Comm College www.stchas.edu St Louis Community College www.stlcc.edu State Fair Community College www.sfccmo.edu Three Rivers Comm College www.trcc.edu	Cape Girardeau Career/Tech Center www.cape.k12.mo.us/csc/default.htm Cass Career Center www.harrisonville.k12.mo.us Columbia Career Center www.career-center.org Four Rivers Technical Center www.washington.k12.mo.us Franklin Tech - MSSU www.ftcpiolin.com Grand River Tech School - www.grts.org Herndon Career Center www.herndoncareercenter.com Hillyard Technical Center www.hillyardtech.com Kennett Career and Technology Center www.kennett.k12.mo.us Lex La-Ray Tech Ctr - www.lexington.k12.mo.us Moberly Area Tech Center www.moberly.k12.mo.us Northland Career Center www.northlandcareercenter.com Northwest Tech School - www.maryville.k12.mo.us Poplar Bluff Schools - www.r1schools.org Sikeston Career and Technology Center www.sikeston.k12.mo.us South Central Career Center www.scpks.k12.mo.us Waynesville Technical Academy www.waynesville.k12.mo.us	AT Skill University of Health Sciences www.atu.edu Avila University - www.avila.edu Bryan College - www.bryancollege.com Central Methodist University www.centralmethodist.edu College of the Ozarks - www.coto.edu Columbia College - www.ccis.edu Culver-Stockton College - www.culver.edu Drury University - www.drury.edu Evangel University - www.evangel.edu Everest College www.everest-college.com Fontbonne Univ - www.fontbonne.edu Hannibal-Lagrange College www.hlc.edu Harris-Stowe State Univ - www.hssu.edu Lincoln University - www.lincoln.edu Lindenwood Univ - www.lindenwood.edu Maryville Univ of St. Louis www.maryville.edu Missouri College www.missouricollege.com Missouri Baptist Univ - www.mobap.edu MO Southern State Univ - www.mssu.edu Missouri State University www.missouristate.edu Missouri State University - West Plains www.wp.missouristate.edu	Apprenticeship Military On-the-Job Training Allied College - www.hightechinstitute.edu Barnes-Jewish College of Nursing & Allied Health - www.barnesjewishcollege.edu Cleveland Chiropractic College www.cleveland.edu Colorado Tech Univ www.coloradotech.com Cox Health - www.coxhealth.com Chamberlain College of Nursing www.chamberlain.edu Heritage Coll - www.heritage-college.com Cox College of Nursing & Health Science www.coxcollege.edu Logan Coll of Chiropractic - www.logan.edu Lutheran School of Nursing www.nursingschoollmc.com Kansas City Univ of Med & Biosciences - www.kcumb.edu Research Med Ctr School of Nuclear Med www.researchmedicalcenter.com St John's Reg Health Ctr - www.stjohns.com Saint Luke's College - www.saint-lukes.org St Louis College of Health Careers www.stlchc.com St Louis Coll Pharmacy - www.stlcoop.edu Southeast MO Hospital College of Nursing www.southeastmissourihospital.com Truman Med Ctr School - Nurse Anesthesia www.trummed.org
Postsecondary			
Sample Careers By Educational Level - For Occupational Specialties, go to www.careerclusters.org or www.missouriconnections.org			
On-The-Job Training or Less Dental Assistants Dental Laboratory Technicians Home Health Aides Medical Appliance Technicians Medical Assistants Medical Equipment Preparers Medical Secretaries Personal and Home Care Aides Pharmacy Aides Pharmacy Technicians Physical Therapist Aides Psychiatric Aides	Technical Training or Associate Degree Cardiovascular Technologists Dental Hygienists Emergency Medical Technicians Health Information Technicians Licensed Practical Nurses Medical Laboratory Technicians Medical Sonographers Medical Transcriptionists Nursing Assistants Occupational Therapist Assistants Physical Therapist Assistants Radiation Therapists Radiologic Technologists Registered Nurses Respiratory Therapists Surgical Technologists Veterinary Technologists and Technicians	Bachelors Degree Administrative Services Managers Athletic Trainers Biomedical Engineers Computer Programmers Computer Software Engineers, Applications Dietitians Health Educators Medical and Clinical Laboratory Technologists Medical Laboratory Technologists Occupational Health and Safety Specialists Orthotic and Prosthetic Specialists Petroleum Engineers Public Relations Specialists Recreational Therapists Rehabilitation Counselors	Masters Degree or More Athletic Trainers, Physical and Occupational Therapists Biologists, Physicists, Hydrologists, Epidemiologists Clinical Psychologists and Mental Health Counselors Computer and Information Scientists, Research Dietitians and Nutritionists Farm and Home Management Advisors Health Specialties Teachers, Postsecondary Home Economics Teachers, Postsecondary Medical and Health Services Managers Medical Scientists, Except Epidemiologists Natural Sciences Mgrs, Zoologists and Wildlife Biologists Nurse Anesthetists and Physician Assistants Orthotics and Prosthetics Pharmacists Speech-Language Pathologists Communications Teachers, Postsecondary Veterinarians

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Raytown Quality Schools
Human Services
Career Cluster Program of Study
www.raytownschools.org



Minimum Graduation Requirements		SUGGESTED COURSE OF HIGH SCHOOL STUDY					
It is suggested that students consider advanced placement opportunities for postsecondary credit. Courses in <i>italics</i> are recommended, not required.							
Grade	English (4 cr)	Math (3 cr)	Science (3 cr)	Social Studies (3 cr)	Required Courses, Elective Options	Insert Career Center Name	Additional Learning Opportunities
Secondary	9	English I	Algebra I or Geometry or Enriched Geometry	Physical Science	American History	Fine Arts 1 or Health (Wellness) ½ cr Practical Arts ½ cr Physical Education 1 or Debate/Forensics Theatre Arts I Photography Graphic Design or Pottery Band or Choir or Orchestra	School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other. Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other. Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other. Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other. Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other.
	10	English II or Enriched Eng II	Geometry or Enriched Geometry or Algebra II Or Enriched Algebra II	Biology	World History	Personal Finance ½ cr Sociology or Psychology Global Conflicts or World Religions Inter. & Adv. Foods & Nutrition Inter. & Adv. Child Development Travel and Tourism Debate/Forensics Advanced Debate/Forensics Theatre Arts I or II Photography Graphic Design or Pottery Band or Choir or Orchestra	Fashion & Merchandising House & Interior Design
	11	English III or Expository Writing	Algebra II or Enriched Algebra II or College Algebra or Pre-Calculus	Chemistry or Physics or Geology or Anatomy/Phys. or Genetics	American Government	American Literature 20 th Century Am Literature Sociology or Psychology or Global Conflicts or World Religions Inter. & Adv. Foods & Nutrition Inter. & Adv. Child Development Travel and Tourism Debate/Forensics Advanced Debate/Forensics Theatre Arts I, II, or 11-12 Photography Graphic Design or Pottery Band or Choir or Orchestra	Culinary Arts (HCC) ◆ Early Childhood Professional (HCC) Law Enforcement / Police Science (HCC) Pre-Professional Education Cadet (STA) World Foods Housing & Interior Design Fashion & Merchandising Cosmetology (HCC) ◆ Culinary Arts (HCC) ◆ Culinary Arts Independent Study (Optional) (HCC) ◆ Early Childhood Prof (HCC) ◆ Early Childhood Prof (HCC) Independent Study (Optional) (HCC) Law Enforce / Police Sci (HCC) Pre-Prof Education Cadet (STA)
12	English IV or Senior Composition		AP Biology or College Chemistry or Anatomy/Phys.	Sociology Psychology Global Conflicts World Religions	8 ½ elective credits must be completed to graduate Composition 110 Inter. & Adv. Foods & Nutrition Inter. & Adv. Child Development Travel and Tourism Debate/Forensics Advanced Debate/Forensics Theatre Arts I, II or 11-12 Photography Graphic Design or Pottery Band or Choir or Orchestra		

C = Career Course
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Postsecondary Offerings - For A Complete Listing, go to www.missouriconnections.org				
Community College	Technical School/Training Institution	In State	Out of State/Other	
<p>Crowder College www.crowder.edu</p> <p>East Central College www.eastcentral.edu</p> <p>St Louis Community College www.slccc.edu</p>	<p>Colorado Technical University www.coloradotech.com</p> <p>Davis Hart Career Center www.mexicoschools.net</p> <p>Hemdon Career Center www.hemdoncareercenter.com</p> <p>Heritage Tech Institute www.hightechinstitute.edu</p> <p>Massage Therapy Training Institute www.massagetherapytraininginstitute.com</p> <p>Midwest Institute www.midwestinstitute.com</p> <p>Neosho Beauty College www.neosho.edu</p> <p>Paris II Educational Center - www.parisii.net</p> <p>Patsy & Robs Academy of Beauty www.praob.edu</p> <p>Pinnacle Career Institute www.pctraining.edu</p> <p>Professional Massage Training Center www.pmtc.edu</p> <p>Regency Beauty Institute www.regencybeauty.com</p> <p>St Charles School of Massage Therapy www.dayspaacademy.net</p>	<p>Allied College - www.alliedcollege.edu</p> <p>Avila University - www.avila.edu</p> <p>Central Bible College - www.cbccag.edu</p> <p>Central Methodist University www.centralmethodist.edu</p> <p>College of the Ozarks - www.coto.edu</p> <p>Columbia College - www.ccis.edu</p> <p>Conception Seminary College www.conceptionabbey.org</p> <p>Culver-Stockton College www.culver.edu</p> <p>Drury University - www.drury.edu</p> <p>Evangel University - www.evangel.edu</p> <p>Fontbonne Univ - www.fontbonne.edu</p> <p>Hannibal-Lagrange College www.hlg.edu</p> <p>Lincoln University - www.lincolnu.edu</p> <p>Lindenwood Univ - www.lindenwood.edu</p> <p>Maryville University of St. Louis www.maryville.edu</p> <p>Messenger College www.messengercollege.edu</p> <p>Metro Business College www.metrobusinesscollege.edu</p> <p>Midwest University - www.midwest.edu</p> <p>Missouri Baptist Univ - www.mobap.edu</p> <p>Missouri College www.missouricollege.com</p> <p>Missouri College of Cosmetology www.missouricosmo.com</p> <p>MO Southern State University www.mssu.edu</p> <p>Missouri State University www.missouristate.edu</p> <p>Missouri Valley College www.moval.edu</p>	<p>Missouri Western State University www.missouriwestern.edu</p> <p>Northwest Missouri State University www.nwmissouri.edu</p> <p>Ozark Christian College - www.occ.edu</p> <p>Park University - www.park.edu</p> <p>Rockhurst University www.rockhurst.edu</p> <p>Saint Louis Christian College www.slccolin.edu</p> <p>St Louis College of Health Careers www.slcht.com</p> <p>Saint Louis Univ - www.imagine.stu.edu</p> <p>Sanford-Brown College www.sanford-browncollege.com</p> <p>Southeast MO State University www.semo.edu</p> <p>Southwest Baptist University www.sbuiv.edu</p> <p>Truman State Univ - www.truman.edu</p> <p>Univ of Central MO - www.ucmo.edu</p> <p>University of MO - Columbia www.umc.edu</p> <p>University of MO - Kansas City www.umkc.edu</p> <p>Univ of MO - St Louis - www.umsl.edu</p> <p>Vatterott College www.vatterott-college.edu</p> <p>Washington University - www.wustl.edu</p> <p>Webster University - www.websteruniv.edu</p> <p>Westminster College www.westminster-mo.edu</p> <p>William Woods University www.williamwoods.edu</p>	<ul style="list-style-type: none"> Apprenticeship Military On-the-Job Training <p>Aquinas Institute of Theology www.ai.edu</p> <p>Assemblies of God Theological Seminary - www.agts.edu</p> <p>Calvary Bible College & Theological Seminary - www.calvary.edu</p> <p>Chillicothe Beauty Academy www.chillicothebeautyacademy.com</p> <p>Concordia Seminary - www.csl.edu</p> <p>Cosmetology Concepts Institute www.cosmetology-concepts.com</p> <p>Covenant Theological Seminary www.covenantseminary.edu</p> <p>Eden Theological Seminary www.eden.edu</p> <p>Elaine Steven Beauty College www.elainestevenbeautycollege.com</p> <p>Grabber School of Hair Design www.grabberschool.com</p> <p>House of Heavin Beauty College www.kc-hair.com</p> <p>Independence College of Cosmetology www.hair-skin-nails.com</p> <p>Kenrick Glennon Seminary www.kenrick.edu</p> <p>Merrill University of Beauty Arts & Science - www.merrilluniversity.edu</p> <p>Midwestern Baptist Theological Seminary - www.mbtbs.edu</p> <p>Nazarene Theological Seminary www.nts.edu</p> <p>St Paul School of Theology www.spst.edu</p>
Postsecondary				
Sample Careers By Educational Level – For Occupational Specialties, go to www.careerclusters.org or www.missouriconnections.org				
On-The-Job Training or Less	Technical Training or Associate Degree	Bachelors Degree	Masters Degree or More	
<p>Child Care Workers</p> <p>Customer Service Representatives</p> <p>Funeral Attendants</p> <p>Laundry and Dry Cleaning Workers</p> <p>Lifeguards and Other Recreational Protective Service Workers</p> <p>Residential Counselors</p> <p>Social and Human Service Assistants</p>	<p>Barbers</p> <p>Embalmers and Funeral Director</p> <p>Government Programs</p> <p>Hairstylists and Cosmetologists</p> <p>Manicurists</p> <p>Preschool Teacher</p> <p>Professional Makeup Artists</p> <p>Residential Advisors</p> <p>Skin Care Specialists</p> <p>Social and Human Service Assistants</p>	<p>Addition Counselors</p> <p>Director, Religious Activities and Education</p> <p>Early Childhood Educator</p> <p>Financial Counselors</p> <p>Health Educators</p> <p>Recreation Workers</p> <p>Rehabilitation Counselors</p> <p>Social and Community Service Manager</p> <p>Social Workers</p>	<p>Clergy</p> <p>Industrial-Organizational Psychologists</p> <p>Marriage and Family therapists</p> <p>Mental Health Counselors</p> <p>Psychologists</p> <p>Rehabilitation Counselors</p> <p>School Counselors</p> <p>Social Workers</p> <p>Substance Abuse and Behavioral Disorder Counselors</p> <p>Teachers, P, Postsecondary</p>	

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Industrial and Engineering Technology
Career Cluster Program of Study
www.raytownschools.org

Minimum Graduation Requirements		It is suggested that students consider advanced placement opportunities for postsecondary credit. Courses in <i>italics</i> are recommended, not required.					
Grade	English (4 cr)	Math (3 cr)	Science (3 cr)	Social Studies (3 cr)	Required Courses, Elective Options	Career Training	Additional Learning Opportunities
Secondary	9	English I	Algebra I or Geometry or Enriched Geometry	Physical Science	American History	Fine Arts 1 cr Health ½ cr Practical Arts 1 cr Physical Education 1 cr Electives 8 ½ cr <i>Graphic Design</i> <i>Band or Choir or Orchestra</i>	School-Based: <input type="checkbox"/> Career Research <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Other. Community Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Other. Assessments/Certifications: <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other.
	10	English II or Enriched Eng II	Geometry or Enriched Geometry or Algebra II Or Enriched Algebra II	Biology	World History	Personal Finance ½ cr <i>Introduction to Engineering</i> <i>Digital Electronics</i> <i>Functional Woods</i> <i>General Metals or Drafting</i> <i>Graphic Design</i> <i>Band or Choir or Orchestra</i>	<input checked="" type="checkbox"/> <i>Automotive Collision & Repair Tech I (HCC)</i> <input checked="" type="checkbox"/> <i>Automotive Tech I (HCC)</i> <input checked="" type="checkbox"/> <i>Climate & Energy Control Tech I (HCC)</i> <input checked="" type="checkbox"/> <i>Construction Tech (HCC)</i> <input checked="" type="checkbox"/> <i>Diesel Mechanics I (HCC)</i> <input checked="" type="checkbox"/> <i>Welding / Metal Fab Tech I (HCC)</i> <input checked="" type="checkbox"/> <i>Engineering Design & Dev (STA)</i> <input checked="" type="checkbox"/> <i>Intro to Geo Info Sys (GIS) (STA)</i> <input checked="" type="checkbox"/> <i>IT Essentials (STA)</i> <input checked="" type="checkbox"/> <i>Networking Essentials (STA)</i> <input checked="" type="checkbox"/> <i>Network Security (STA)</i>
	11	English III or Expository Writing	Algebra II or Enriched Algebra II or College Algebra or Pre-Calculus	Chemistry or Physics or Genetics Anatomy/Phys.	American Government	<i>American Literature</i> <i>20th Century Am Literature</i> <i>Introduction to Engineering</i> <i>Digital Electronics</i> <i>Functional Woods</i> <i>General Metals or Drafting</i> <i>Graphic Design</i> <i>Band or Choir or Orchestra</i>	<input checked="" type="checkbox"/> <i>Automotive Collision & Repair Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Automotive Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Climate & Energy Control Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Construction Tech (HCC)</i> <input checked="" type="checkbox"/> <i>Diesel Mechanics I (HCC)</i> <input checked="" type="checkbox"/> <i>Welding / Metal Fab Tech I (HCC)</i> <input checked="" type="checkbox"/> <i>Engineering Design & Dev (STA)</i> <input checked="" type="checkbox"/> <i>Intro to Geo Info Sys (GIS) (STA)</i> <input checked="" type="checkbox"/> <i>IT Essentials (STA)</i> <input checked="" type="checkbox"/> <i>Networking Essentials (STA)</i> <input checked="" type="checkbox"/> <i>Network Security (STA)</i>
12	English IV or Senior Composition	Pre-Calculus or Calculus or Statistics	AP Biology or College Chemistry or Anatomy/Phys.		8 ½ elective credits must be completed to graduate Composition 110 <i>Introduction to Engineering</i> <i>Principles of Engineering</i> <i>Digital Electronics</i> <i>Functional Woods</i> <i>General Metals</i> <i>Drafting or Graphic Design</i> <i>Band or Choir or Orchestra</i>	<input checked="" type="checkbox"/> <i>Automotive Collision & Repair Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Automotive Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Climate & Energy Control Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Construction Tech (HCC)</i> <input checked="" type="checkbox"/> <i>Construction Tech Independent Study (Optional) or Specific Topic Study (HCC)</i> <input checked="" type="checkbox"/> <i>Diesel Mechanics I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Welding / Metal Fab Tech I or II (HCC)</i> <input checked="" type="checkbox"/> <i>Engineering Design & Dev (STA)</i> <input checked="" type="checkbox"/> <i>Intro to Geo Info Sys (GIS) (STA)</i> <input checked="" type="checkbox"/> <i>IT Essentials (STA)</i> <input checked="" type="checkbox"/> <i>Networking Essentials (STA)</i> <input checked="" type="checkbox"/> <i>Network Security (STA)</i>	Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other. Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FFA <input type="checkbox"/> FCCLA <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Technical Honor Society <input type="checkbox"/> SkillsUSA <input type="checkbox"/> Other.

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Postsecondary Offerings – For A Complete Listing, go to www.missouriconnections.org			
Community College	Technical School/Training Institution	In State	Out of State/Other
<p>Crowder College www.crowder.edu</p> <p>East Central College www.eastcentral.edu</p> <p>Jefferson College www.jeffco.edu</p> <p>Linn State Technical College www.linnstate.edu</p> <p>Metropolitan Community College www.mccc.edu</p> <p>Mineral Area College www.mineralarea.edu</p> <p>Moberly Area Comm College www.maacc.edu</p> <p>North Central Missouri College www.ncmissouri.edu</p> <p>Ozarks Technical Comm. College www.otc.edu</p> <p>St. Louis Community College www.stlcc.edu</p> <p>St. Charles Community College www.stchas.edu</p> <p>State Fair Community College www.sfccmo.edu</p> <p>Three Rivers Community College www.trcc.edu</p>	<p>Arcadia Valley Tech Center - www.mineralarea.edu</p> <p>Cape Girardeau CareerTech Center www.cape.k12.mo.us/cd/default.htm</p> <p>Clinton Tech School www.clinton.k12.mo.us</p> <p>Columbia Area Career Ctr - www.career-center.org</p> <p>Davis Hart Career Ctr - www.mexicoschools.net</p> <p>Eldon Career Ctr - www.eldoncareercenter.org</p> <p>Franklin Technology- MSSU www.fcjoplin.com</p> <p>Gibson Tech Ctr - www.wolves.k12.mo.us/ftc</p> <p>Grand River Technical School - www.grts.org</p> <p>Hannibal Career and Technical Center www.hannibal.tec.mo.us</p> <p>Herndon Career Center www.herndoncareercenter.com</p> <p>Hillyard Technical Ctr - www.hillyardtech.com</p> <p>Lake Career & Technical Center www.camdentonschools.org</p> <p>Lebanon Technology and Career Ctr www.lebanon.k12.mo.us</p> <p>Lex-Le-Ray Tech Ctr www.lexington.k12.mo.us</p> <p>Kirksville Area Tech Ctr www.kirksville.k12.mo.us</p> <p>Moberly Area Tech Ctr - www.moberly.k12.mo.us</p> <p>Nichols Career Center - www.igps.k12.mo.us</p> <p>Northland Career Ctr - www.northlandcareercenter.com</p> <p>Northwest Tech School - www.manville.k12.mo.us</p> <p>Perryville Area CareerTech Center www.perryville.k12.mo.us</p> <p>Pike-Lincoln Tech Ctr - www.pltc.k12.mo.us</p> <p>Ranken Tech College - www.ranken.edu</p> <p>Rolla Tech Institute - www.rolla.k12.mo.us</p> <p>South Central Career Ctr - www.wphs.k12.mo.us</p> <p>Unitec Career Center - www.mineralarea.edu</p> <p>Waynesville Technical Academy www.waynesville.k12.mo.us</p>	<p>Avila University - www.avila.edu</p> <p>Baptist Bible College - www.baptist.edu</p> <p>Bryan College - www.bryancollege.com</p> <p>Central Methodist University www.centralmethodist.edu</p> <p>College of the Ozarks - www.coto.edu</p> <p>Columbia College - www.cccs.edu</p> <p>Culver-Stocker College - www.culver.edu</p> <p>Drury University - www.drury.edu</p> <p>Evangel University - www.evangel.edu</p> <p>Everest College www.everest-college.edu</p> <p>Fontbonne Univ - www.fontbonne.edu</p> <p>Hannibal-Lagrange College - www.hlc.edu</p> <p>Harris-Stowe State Univ - www.hssu.edu</p> <p>Lincoln University - www.lincolnu.edu</p> <p>Lindenwood Univ - www.lindenwood.edu</p> <p>Maryville Univ of St. Louis www.maryville.edu</p> <p>Messenger College www.messengercollege.edu</p> <p>Missouri Baptist Univ - www.mobap.edu</p> <p>Missouri College www.missouricollege.com</p> <p>Missouri Southern State University www.mssu.edu</p> <p>Missouri State University www.missouristate.edu</p> <p>Missouri State University – West Plains www.wp.missouristate.edu</p>	<ul style="list-style-type: none"> Apprenticeship Military On-the-Job Training <p>Foley-Belsaw Institute www.foley-belsaw.com</p> <p>Colorado Technical University www.coloradotech.com</p> <p>DeVry University www.drury.edu</p> <p>Grantham University www.grantham.edu</p> <p>ITT Technical Institute www.itt.tech.edu</p> <p>MERS/Missouri Goodwill Industries www.mersgoodwill.org</p> <p>Missouri Welding Institute www.mwi.ms</p> <p>National American University www.national.edu</p>
<p>Postsecondary</p>			
<p>Sample Careers By Educational Level – For Occupational Specialties, go to www.careerclusters.org or www.missouriconnections.org</p>			
<p>On-The-Job Training or Less</p> <p>Bricklayers, Stonemasons and Cement Masons</p> <p>Cabinetmakers and Carpenters</p> <p>Drywall Finishers & installers and Plasterers</p> <p>Electricians</p> <p>Fence Builders</p> <p>Heating and Cooling System Mechanics</p> <p>Highway Maintenance Workers & Paving Equip Operators</p> <p>Line Installers and Repairers</p> <p>Plumbers and Pipefitters</p> <p>Roofers</p> <p>Sheet Metal Workers and Structural Metal Workers</p> <p>Surveying and Mapping Technicians</p> <p>Tile Setters</p>	<p>Technical Training or Associate Degree</p> <p>Commercial Divers</p> <p>Drafters</p> <p>Energy Auditors</p> <p>Interior Designers</p>	<p>Bachelors Degree</p> <p>Architects</p> <p>Construction Managers</p> <p>Cost Estimators</p> <p>Landscape Architects</p> <p>Surveyors</p>	<p>Masters Degree or More</p> <p>Architects, Except Landscape and Naval Architecture Teachers, Postsecondary</p> <p>Engineering Managers</p> <p>Engineering Teachers, Postsecondary</p> <p>Historians</p> <p>Operations Research Analysts</p> <p>Political Scientists</p> <p>Sociologists</p> <p>Sociology Teachers, Postsecondary</p>

◆ Articulated Credit * Dual Credit ■ Dual Enrollment † Embedded Credit ● Credit by Examination HCC= Herndon Career Center STA= Summit Technology Academy ✦ Contact HCC 816.268.7150

C = Career Course
DC = Eligible for college credit through one of many different means
W = Weighted Grade Course

SAMPLE CAREER PATHWAY PERSONAL PLAN OF STUDY

SAMPLE

Name _____
 Learner ID _____
 School/College/University _____



Agriculture, Food and Natural Resources Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Agriculture, Food and Natural Resources Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Agriculture, Food and Natural Resources	SAMPLE Occupations Relating to This Career Cluster
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9 English/ Language Arts I	Algebra I	Earth or Environmental Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.	*Introduction to Agriculture, Food and Natural Resources: This is a core course for the Agriculture, Food and Natural Resources Career Cluster that builds a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food and natural resources careers and Cluster Foundation Knowledge and Skills. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.	Occupations Requiring Postsecondary Education ► Agricultural Chemical Dealer ► Aquaculturist ► Bank/Loan Office ► Environmental Compliance-Assurance Manager ► Equine Manager ► Farm Manager ► Health and Safety Sanitarian ► Meat Cutter-Meat Grader ► Park Manager ► Produce Buyer ► Recycling Technician ► Wildlife Manager
10	English/ Language Arts II	Geometry	Biology	U.S. History			
11	English/ Language Arts III	Algebra II or other math course	Dependent on chosen pathway	World History			
College Placement Assessments-Academic/Career Advisement Provided							
12	English/ Language Arts IV	Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway	Articulation/Dual Credit: Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/individual credit purposes.		
POSTSECONDARY	Year 13 English Composition	Algebra	Dependent on chosen pathway	American Government	All plans of study need to meet learner's career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	Occupations Requiring Baccalaureate Degree ► Agricultural Educator ► Botanist ► Ecologist ► Environmental Engineer ► Fish and Game Officer ► Plant Pathologist ► Veterinarian
Year 14	Speech/ Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	American History Geography			
Year 15	Technical Writing	Statistics	Dependent on chosen pathway	Dependent on chosen pathway			
Year 16	Continue courses in the area of specialization.						

SAMPLE



C = Career Course
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 W = Weighted Grade Course

Learning Opportunities					Assessments/Certifications
Educational/Career Goals	School Based	Community Based	Student Organizations	Assessments/Certifications	Assessments/Certifications
Postsecondary Short-Term: Career Research Cooperative Education Internship Job Shadowing Service Learning Project Resume/Job Application/Mock Interview Long-Term:	Mentorship		Student Organizations: <input type="checkbox"/> DECA <input type="checkbox"/> FCLA <input type="checkbox"/> FFA <input type="checkbox"/> NHS <input type="checkbox"/> NTHS <input type="checkbox"/> Skills USA <input type="checkbox"/> STUCO <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> Practice ACT <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other: _____ Assessments/Certifications: <input type="checkbox"/> Missouri Constitution Exam <input type="checkbox"/> US Constitution Exam <input type="checkbox"/> Personal Finance Exam <input type="checkbox"/> Algebra I EOC <input type="checkbox"/> Geometry EOC <input type="checkbox"/> Algebra II EOC <input type="checkbox"/> English I EOC <input type="checkbox"/> English II EOC <input type="checkbox"/> Biology EOC <input type="checkbox"/> American History EOC <input type="checkbox"/> Government EOC <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other: _____	Placement Assessments: <input type="checkbox"/> Compass Test <input type="checkbox"/> PLAN <input type="checkbox"/> Practice ACT <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> WorkKeys <input type="checkbox"/> Other: _____ Assessments/Certifications: <input type="checkbox"/> Missouri Constitution Exam <input type="checkbox"/> US Constitution Exam <input type="checkbox"/> Personal Finance Exam <input type="checkbox"/> Algebra I EOC <input type="checkbox"/> Geometry EOC <input type="checkbox"/> Algebra II EOC <input type="checkbox"/> English I EOC <input type="checkbox"/> English II EOC <input type="checkbox"/> Biology EOC <input type="checkbox"/> American History EOC <input type="checkbox"/> Government EOC <input type="checkbox"/> Technical Skills Attainment (TSA) <input type="checkbox"/> Other: _____
	Graduation English Language Arts – 4 credits Speech - .5 credit required Mathematics – 3 credits Social Studies – 3 credits American History – 1 credit required American Government – 1 credit required Pass US and MO Constitution Tests Science – 3 credits Fine Art – 1 credit Practical Art – 1 credit Personal Finance - .5 credit required Physical Education – 1 credit Health – ½ credit Total of 25 credits + meet all graduation requirements	College Preparatory Studies Certificate English Language Arts – 4 credits (2 units emphasizing composition or writing skills) Mathematics – 3 credits Social Studies – 3 credits American History – 1 credit required American Government – 1 credit required Pass US and MO Constitution Tests Science – 2 credits (one must be a laboratory course) Fine Art – 1 credit (visual arts, music, theatre or dance) Specified Core Electives: 2 units of Foreign Language strongly recommended and/or 2 or more combinations from core subject areas 3.0 GPA in core subjects Above average score on ACT or SAT Meet all graduation requirements	Credit Requirements University of Missouri System Requirements Freshmen Admission Requirements for: UMI – Columbia UMI – Kansas City UMI – Missouri Science & Tech University UMI – St. Louis Language Arts – 4 credits Speech - .5 credit required Mathematics – 4 credits (Algebra I or higher) Social Studies – 3 credits American History – 1 credit required American Government – 1 credit required Pass US and MO Constitution Tests Science – 3 credits (must include lab course) Fine Art – 1 credit Foreign Language – 2 credits of a single language Meet all graduation requirements	University of Missouri System Requirements Freshmen Admission Requirements for: UMI – Columbia UMI – Kansas City UMI – Missouri Science & Tech University UMI – St. Louis Language Arts – 4 credits Speech - .5 credit required Mathematics – 4 credits (Algebra I or higher) Social Studies – 3 credits American History – 1 credit required American Government – 1 credit required Pass US and MO Constitution Tests Science – 3 credits (must include lab course) Fine Art – 1 credit Foreign Language – 2 credits of a single language Meet all graduation requirements	It is the student's responsibility to see that requirements for graduation are met. The school will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward compiling the graduation requirements. However, it is the student's responsibility to be acquainted with the necessary requirements to meet this goal.

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